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THE MAINE

JOURNAL OF EDUCATION.

A. P. STONE, Editor for January.

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THE JOURNAL TO ITS FRIENDS.

WITH the compliments of the season to our readers, we beg the privilege of a short familiar talk. We presume that most of the readers of the *Maine Journal of Education* are engaged in the work of teaching or superintending schools. The number of persons thus occupied in our State is quite large, not all of whose names, however, we are sorry to say, are found upon our subscription books. Now wherever any considerable number of people are engaged in the same calling, and that calling an honorable one, and affording them the means of subsistence, we usually find more or less of professional interest and sympathy among those persons; which spirit manifests itself in efforts put forth for their own improvement and for increasing the rank and dignity of their calling. The business of teaching is as honorable and important a calling as any pursued in our community. It is true it is not fully recognized as one of the learned professions, as much as are the calling of the lawyer, the physician, and the preacher; but it is one nevertheless; and, whether recognized or not, is entitled to, and will at some time receive, its proper estimate and reward. It is natural, therefore, to expect that among the teachers of Maine there shall exist and be seen some professional

spirit, some of the *esprit du corps* which characterizes many of the other callings of the good people of our State. We rejoice to believe that such is, to some extent, the fact, and is more and more apparent every year. It is, therefore, due to the calling, and to the self-respect of every one engaged therein, that efforts and sacrifices, even, shall be made to keep up and to increase this spirit, and to secure the advantages which are sure to follow if it is properly cherished and directed. There are two ways in which this feeling needs, at present, to manifest itself. In the first place we need more and larger conventions of teachers, for mutual interchange of thought upon the various topics relating to our common occupation, and teachers' institutes for professional instruction in the best methods of teaching and managing schools. And, in the second place, there ought to be greater interest taken in professional reading, and more especially our own *Journal*, which is edited by teachers *for* the teachers of the State. There ought to be State pride enough in the breast of every teacher in Maine to do something toward supporting our own organ. We shall be slow to believe there is a single teacher, worthy of the name, in our State, who does not feel that it is more creditable to the profession to have a journal of their own, than to depend upon the enterprise of other States. If so, fellow teachers, the *Maine Journal of Education* is entitled to your support, both for itself and for yourselves. To the publisher it is not a profitable investment. The editors give their time and labor without pay. All the advantages and profits of the *Journal* belong to its subscribers. May we not, therefore, ask you to give us your coöperation in its support and improvement? If you have been a subscriber for the past year, continue to take, read, and pay for the *Journal* during the coming year. But do not stop there. Ask some one who is not a subscriber to become so. Speak as well of the *Journal* as its merits will allow. A little interest of this kind, on the part of each reader, would double our subscription list. And if this number falls into the hands of any one who is not already a subscriber, please consider this invitation a personal one, and forward your name and let us send you the *Journal* for 1872. It will more than pay you for the price of subscription. And, lastly, we respectfully bespeak the coöperation of all teachers and friends of education in giving us contributions for our pages. They are always welcome. Local items and general discussions of

topics, upon education and school-work, will be gratefully received. We could give you many extracts from private letters, and from the newspaper press, in which the character of our *Journal* is highly spoken of. Give us your aid, and we will make it better.

EDITOR.

HOW MANY RECITATIONS?

THE old complaint of too much work, too many lessons and exercises, still comes from many a perplexed teacher, and especially from ungraded, or, as they are often called, district schools. There is probably no more unsatisfactory work done by any person, than that performed by a teacher who is compelled to fritter away time and strength upon such a great number and variety of lessons and exercises, that nothing can be done deliberately nor well. The teaching power of a person, under such circumstances, is greatly lessened by the hurried state of mind in which everything must be done. As soon as a recitation is commenced, the mind is put in a state of uneasiness by the feeling that but a very brief period of time can be allowed for it; and even his best efforts to give his attention to the work in hand are nullified by the fear that time will be "up" before the exercise can be finished. The result is, of course, poor teaching doled out in a hurry, and a little in a place; and the teacher goes home at night with aching head and jaded nerves, and begins to reflect seriously whether he has not been acting the part of a grand farce. We can sympathize with such teachers, for we know by experience what their feelings are. But we advise our readers, who may be in like predicament, to take our advice at once, and not wait to be convinced of a better course, by an unsatisfactory experience in the school-room. If, teachers, you are having an unreasonably large number of classes, you have but one sensible course before you,—reduce the number at once. Have no more exercises than you can do justice to within the prescribed hours of your daily sessions. But, you will say, that we would gladly do, but *how* shall we do it? Now in country district schools the state of affairs that produces such a confusion and multiplicity of work is something like the following: In a school of forty pupils there are twelve or fifteen old

enough to form what might be called the first class in reading. In age and proficiency they can be classed together. But they are not supplied with the same reading-books. They bring with them to school what books they happen to have, or what they have used in some other schools, and expect to use them. Two or three, perhaps, have Hillard's Reader, as many more have the Progressive, and others have books of different names and character. There will be, then, three, four, or more classes of reading where there ought to be but one. Much time will be spent in calling and dismissing the various classes, and many remarks, corrections, and drill exercises will have to be repeated for each class. Furthermore, the teacher's mind is exhausted by continually changing from one class to another. But let these pupils be all taken in one class, and the teacher will be able to give the whole strength and freshness of his mind to the exercise; there will be more enthusiasm among the pupils, and a saving of at least half the time which would be necessary for the several classes. Now if the committee will not take the responsibility to require that all these pupils shall have the same book, then take it yourself. Coax or command as the circumstances seem to indicate. Decide upon one book, and resolutely refuse to allow the use of any other. It will be better to attempt to get along with a few books, fewer than the number of readers, by half, even, than to have several classes. The statutes of Maine prescribe uniformity of books in the same school and town; and it is one of the rights of teachers to stand up for, and insist upon such uniformity. Do it persistently and prudently, and the cases are few where opposing parties will not yield.

The same course, substantially, may be pursued in regard to other branches of study. If done with good judgment, we shall then find in our school of forty pupils, from eight to fourteen classes in all, instead of from twenty-five to thirty-five, as are actually found in many of our country schools this very winter. You will then teach with vastly more profit and satisfaction to your pupils, and will, in every respect do more to magnify your office as a thorough and successful teacher. Very young children should never be taught alone, if there are several in the same school. Whether in the alphabet, spelling, or the elements of reading, they should be taught in a class so as to have the advantage of a blackboard, concert exercises, and, what is of very great importance with young children, the sympathy of the whole class.

He is a wise man who cuts his coat according to his cloth. Form your classes according to the number of your pupils, and the length of your daily sessions. Let the time all be occupied by some exercise, or by somebody; but do not attempt more than can be done well The idea that everything, or anything, is to be done in a hurry should never prevail in the school-room. The school should be alive with active work, but there should not be blustering and confusion consequent upon attempting too much.

Without attempting, therefore, to give a numerical answer to the question at the head of this article, it will be sufficient, we think, to enable the reader to understand our meaning, if we answer it by replying, NOT MANY. A. P. S.

PUNISHMENT OF PUPILS IN SCHOOL FOR CONDUCT OUT OF SCHOOL. The authority of the teacher over his pupils, and his duty to watch over their conduct, and strive for their well-being, are clearly and forcibly shown in the charge of one of the superior court judges of Massachusetts to a jury having under consideration the case of a teacher who punished a boy for mischievous conduct out of school hours. The action was brought under the plea, not that the punishment was unduly severe, but that the teacher had no right to punish for misconduct out of school. Said the judge: "The relation between the teacher and scholar is a peculiar one. It partakes, while the pupil is in school, of a parental charaster, and is absolute and without appeal from any quarter, when exercised within its proper limit. Such is also the power of the parent. His authority is absolute at home on the same conditions. A good parent desires to cooperate with the teacher, and is thankful for any proper correction of his child. A good teacher desires to aid parents by training his pupils in habits of good order and obedience to authority. Between the school and home the jurisdiction of teacher and parent is concurrent. If the teacher sees or knows a boy to violate the laws, if he finds him acquiring habits of a dangerous character, if he sees him becoming vicious, and his example injurious to others, or calculated to affect his own standing at school or at home, it is his duty to interfere to restrain and reform. For this purpose it is his right to punish to a reasonable extent, if no other method will avail. But the

teacher must hold himself responsible to the law in his punishments, and be careful not to transcend in severity its humane and proper limits."

This is putting the case strongly, and leaves no doubt of his intention and meaning. Parents should learn that they have exclusive power, authority, and right, over their children, only when used for the well-being of the same, and for the ultimate good of society.

A LESSON FOR TEACHERS.

[The following beautiful lines, from the pen of S. G. Goodrich,—Peter Parley,—will recall to the minds of many teachers hours of childhood made pleasant by his stories. They breathe the spirit which made him a true teacher.]

I saw a child, some four years old,
  Along a meadow stray;
Alone she went, unchecked, untold,
  Her home not far away.

She gazed around on earth and sky,—
  Now paused, and now proceeded;
Hill, valley, wood,—she passed them by,
  Unmarked, perchance unheeded.

And now gay groups of roses bright
  In circling thickets bound her;
Yet on she went with footsteps light,
  Still gazing all around her.

And now she paused, and now she stooped,
  And plucked a little flower,—
A simple daisy 'twas, that drooped
  Within a rosy bower.

The child did kiss the little gem,
  And to her bosom pressed it;
And there she placed the fragile stem,
  And with soft words caressed it.

I love to read a lesson true,
  From nature's open book;
And oft I learn a lesson new
  From childhood's careless look.

Children are simple,—loving,—true;
  'Tis heaven that made them so;
And would you teach them, be so too;
  And stoop to what they know.

Begin with simple lessons,—things
  On which they love to look;
Flowers, pebbles, insects, birds on wings,—
  These are God's spelling-book.

And children know his A, B, C,
  As bees where flowers are set;
Wouldst thou a skillful teacher be?—
  Learn, then, this alphabet.

From leaf to leaf, from page to page,
  Guide thou thy pupil's look;
And when he says, with aspect sage,
  "Who made this wondrous book?"

Point thou with reverent gaze to heaven,
  And kneel in earnest prayer,
That lessons thou hast humbly given
  May lead thy pupil there.

DRAWING IN PUBLIC SCHOOLS.

Mr. Walter Smith, Professor of Art Education in the public schools of Boston, delivered a lecture at the recent meeting of the Massachusetts State Teacher's Association, which is worthy the perusal of every teacher. Mr. Smith has recently come from England, and is to give instruction in drawing to the *teachers* of Boston, and also at the State Teachers' Institutes. Through the politeness of the editor of the *Massachusetts Teacher* we were furnished with an advanced proof of this address; but we find it too long for insertion this month. Omitting Mr. Smith's introduction, which was of a general and local bearing, we give his remarks as far as through the *Primary School*

Course. In another number we may publish extracts upon Drawing in Grammar and in High Schools. Mr. Smith began as follows:

My subject briefly described is "*Art Education, and the teaching of Drawing in Public Schools.*"

The kind of drawing which the State requires that its citizens shall have an opportunity of studying, is called "industrial drawing;" and wisely so-called, for in that lies a justification of its public action in the matter.

It is so described, I apprehend, to distinguish it from those more ornamental or professional branches of art which people study rather as an amusement or gratification, or as a lucrative profession, than as an important element in the success of trades and manufactures. Economists are agreed that it fairly falls within the scope of government in any civilized country, to initiate movements by which the trades or manufactures carried on by its subjects shall be improved in character and increased in value, and thus through a higher appreciation find a wider market for their consumption. The prosperity of the many is the argument upon which this agreement is founded The principle thus acknowledged has led some of the most far-seeing and enlightened of modern governments to establish systems of art education, with a view of improving all branches of industrial trades and manufactures, having regard to the ultimate influence on production and sale, as well as increased value of exports, and articles of home consumption. The success of these experiments has been so great that several European States at the present time owe their prosperity in no slight degree to the artistic excellence of their manufactures, brought about mainly by their cultivation of art education.

The time has arrived when the government of this State, and more especially of this city, has viewed the matter in the same light; and thus we are upon the threshold of a new fabric,—a system of art education for the city and the State.

The means whereby such a system would be best organized to meet the requirements of all classes of society, and keep supply and demand in their true relationship, has been a great problem to the educationists of this locality, as it has been previously to the educationists of the old world. There are three sections of the public to be educated, children, adult artisans, and the public generally, who come under ueither of the two first divisions. How this has been provided for in

most of the European States I may here shortly tell you. For children, elementary drawing is taught as a part of general education in all public schools; for adult artisans, night schools and classes have been established in almost all towns or populous villages; and for the general public, museums, galleries of art, and courses of public lectures on art subjects are becoming general. Upon the comparative value of these several means, there may be and is much difference of opinion; but upon one point there is a general agreement, viz.: that *to make national art education possible, it must commence with the children in public schools.*

After several unsuccessful experiments, that is the conclusion at which, twenty years ago, the educationists of Great Britain arrived; and the progress which has since been made in art education, and the consequent improvement of industrial art, is evidence enough that the problem has been solved, and that they were on the right track. To establish schools of art, and art galleries, before the mass of the people were taught to draw, was like opening a university before people knew the alphabet; but to provide both of these agencies in conjunction with, or as a continuation of the instruction in drawing in public schools, was like a logical sequence going in rational order from strength to strength of an unbroken chain, from bud to branch, and from branch to flower of natural educational growth.

Whilst England is appropriating all the features of the Massachusetts system of general education that are worth anything, in Mr Forster's scheme, we are borrowing from Great Britain as well as from other countries, the most valuable portions of their experience in technical education; and I venture to prophesy that upon a better general basis we shall erect an infinitely better superstructure, so soon as the development of public opinion in this country will furnish us with the means for its accomplishment.

What has been done here in the way of instruction in night classes for adults is sufficient to demonstrate the need of additional effort, and has shown the extent of the field awaiting culture at our hands; and the fact that already a Boston Museum of Fine and Industrial Art is on the way, and its foundation laid on a broad and comprehensive plan, is a final proof that eventually no feature of a perfect scheme will be wanting to complete the fabric of art education.

Though these secondary agencies are matters of interest in a con-

sideration of the whole subject, it is not with them especially that we have to do upon this occasion.

The teaching of drawing in public schools is that phrase of the question which most nearly interests you, and concerning which I have the most to say. How, with our present means, and in a reasonable time, is it to be brought about, and what can be done to make the teaching general?

Here, at this point, we are brought face to face with the same difficulty that has confronted the pioneers of art education, viz.: Who is to teach drawing in the public schools? To this there can be but one reply, which is,—and the question must be answered in the same way,—there can be no special teachers of drawing as a separate subject any more than of writing or arithmetic as separate subjects; but the general teachers themselves must learn, and teach elementary drawing to the children, in the same way they learn and teach other subjects. It will only be by having a teacher of drawing in every class-room in every school in the State, that all the children can be taught to draw; and this you will see can only be accomplished by making the general teachers include drawing among their subjects of instruction. That is how the difficulty has been met in other countries, and is the only way possible of meeting it here. Now, if elementary drawing were an abstruse subject, or as difficult of acquisition as a new language, it would seem something like a hardship that teachers whose daily labor is so great and whose leisure is so scarce, should be expected to increase their labors and sacrifice their leisure to learn this new subject. But we have found in Europe that a valuable and sufficient power of drawing can be acquired by teachers who have the desire to learn, in a comparatively short time, and without any very great sacrifice either of their leisure or their patience. At the present time, in the Boston Normal Art School, the teachers of the city are receiving one lesson of one hour on alternate weeks, which, if they work out the exercises on each lesson, is in my opinion, sufficient time to give; and I calculate that by next summer they will have passed through a course of instruction in two subjects,—Free-hand and Model Drawing, qualifying them to give their pupils lessons in the same.

Another year we shall take up the subjects of geometrical and perspective drawing, and though these subjects will entail a little more home work, they will be got through in the sessions of one year.

I can hardly suppose that you will deem such an amount of attendance on two courses of lessons as too great a price to pay for the qualification to teach elementary drawing; and I would desire to inspire you with confidence in your own art powers, even if yet undeveloped, by saying that to those who are intimately acquainted with educational processes, as teachers must be, the labor of acquiring skill in drawing is reduced to a minimum, whilst the result is a practical certainty, as they have great experience in teaching other subjects. I have always found school teachers, even with a very limited power of drawing, to make by far the best teachers of drawing, and what they themselves acquire without difficulty, they teach most successfully.

Drawing is in many respects like a language, a visible language, the language of form, having but two letters in its alphabet, the straight line and the curve; in this respect like our own written words, made up of combinations of straight and curved lines, with this difference; that whilst a word suggests the thought, drawing suggests the thing itself. Both drawing and writing depend for attainment on the same faculty, the faculty of imitation, though drawing being simpler in its elements than writing, is the more easy acquirement. It has been amply demonstrated that every person who can be taught to write can be taught to draw; and where both are taught simultaneously they assist each other, and success in one is a certain indication of success in both.

Imitative power is common to the human race, and exists in children before they can either walk or speak. It is developed so early that from the moment a child can hold a pencil it may be taught to imitate by drawing the forms it sees. Those whom it is found impossible to teach to write, it would be waste of time to attempt to teach to draw; for the first want of capacity must proceed from some physical deficiency which would prove fatal, also, to success in drawing. But for the rest, whom your own experience will convince you are a somewhat considerable majority, as soon as they begin to go to school, so soon should they begin learning to draw, and they will be found to take to and acquire it best who commence it earliest, and pursue it systematically through the whole school course. Neither is any special gift of more than usual taste required to enable persons to become excellent draughtsmen. It is a matter of mere conjecture

whether such gifts exist at all; and it is certain if they do exist their possession is of no account whatever, when compared with perseverance and a determination to succeed. The best draughtsmen I have known began to draw at five years old or earlier; and it is a singular commentary on genius, which is supposed to be heaven-born, that those men who are most universally acknowledged to be geniuses, have spent their industrious lives in self-improvement, ignoring their supposed endowments, and working patiently like journeymen whilst learning a trade.

It may be expected that I should refer to method or system in teaching drawing. Much undoubtedly depends upon the way in which teaching is carried on, that definite objects should be sought for, and the various steps be graduated in difficulty, though well-defined in purpose. My own experience leads me to think there are good points in even very opposite methods, and failings in all. It is impossible so long as human nature is varied in individuals, that any method of instruction should apply equally well to a number of different characters, or develop the faculties of all. A cast-iron method or system presupposes such a similarity of disposition and faculties in pupils as never existed nor is likely to exist, and unless a system, whilst adhering closely to principles, is at the same time elastic in practice, it will probably cramp and destroy the faculties it was intended to develop. In this matter much depends upon the teacher; a good, kind, and sympathetic teacher producing better results upon a bad system, than a bad teacher would upon the best of methods.

There are however some schemes of art instruction which have been more widely tried than others, and experiments in them more perfected by long practice.

The old drawing-master's method of giving shaded copies to beginners without any arrangement of examples or sequence in subjects, is followed no longer in any national art schools in Europe, or in any public schools under government inspection. The use of flat examples only, without extensive illustration on and explanation from the black-board, is also becoming a thing of the past. What is now commonly described as the English black-board system of teaching elementary drawing is perhaps the most elastic and efficient of methods for class teaching, but it should not supersede individual instruction simultaneously given; nor can it be used successfully without the

concurrent use of text-books in the hands of each pupil, to supply accurate illustrations of the course of study, and to encourage home work in support of school work. Unless a pupil can be induced to work sometimes wholly by himself, he never attains to self-reliance, nor learns how to master an entirely new difficulty without resorting to assistance from other people.

The group of art instruction in elementary drawing which is considered suitable to the powers of pupils in day schools comprises five subjects, and includes,—1. Free-hand Drawing; 2. Model or Object Drawing; 3. Memory Drawing; 4. Geometrical Drawing; 5. Perspective. A thorough grounding in these subjects is the best preparation for any further study of the higher branches of art education. A pupil, having passed examination in such, would be ready to take hold of the instruction in schools of art, or even to continue his studies by himself in more advanced subjects. The group of five subjects named, is that in which the public school teachers of England have to become proficient, and for a successful examination in which, the government grants a D. S. certificate, stating that the holder is competent to give instruction in drawing in public schools.

The adaptation of this course of study to the graded schools of this country is not a difficult matter the moment the corps of teachers become qualified to teach drawing; and it can be commenced at once in those subjects which the teachers themselves are practicing, or have already become proficient in. The order in which the subjects are usually taken will decide the suitability of each to the different schools.

A simple arrangement would be as follows, giving three subjects in each grade or school: in Primary Schools—Free-hand, Model, and Memory; in Grammar Schools—Memory, Model, and Geometrical; in High and Normal Schools—Memory, Model, and Perspective.

I propose to describe to you in what manner and to what degree these objects may be taught in the three grades of schools.

1. PRIMARY SCHOOLS.

FREE OUTLINE DRAWING.

In the very earliest lessons to the youngest children drawings on the black-board by the teacher are the only examples used, the illustrations being vertical, horizontal, and oblique lines, singly and in

simple combinations, such as angles squares, triangles; the division of straight lines into equal or proportionate parts, curved lines associated with straight lines on the simplest symmetrical arrangement. That is the commencement of free-hand drawing, the pupils drawing on their slates until the first difficulties are over. A moderate use of Roman capital letters is not objectionable for copies, but too frequent use is wearisome. Very young children will draw best those forms in which there are the fewest possible lines, and those lines expressing the forms of objects they are most familiar with,—apples and pears, common crockery-ware, leaves of trees, and flowers, and such like. The older pupils who are drawing free-hand outline from the board, upon paper, should have their subjects alternated with flat copies to be drawn either the same size as the originals or enlarged a definite proportion, either a third, a fourth, or by measure, as an inch or two inches in height and proportionately in width. As all the black-board lessons are exercises in the reduction of forms, it is well to vary the lessons by practice of the identical size and by enlargements. I have found it not to be a good custom to keep children drawing on slates longer than the time when they attain the power of fairly balancing the forms given them to copy. It is so easy to rub out errors upon slates that carelessness often results from too long practice on them.

In the choice of examples, it should be remembered that diagrams from objects should be represented geometrically, not by views of the objects as seen in perspective, until the pupils have arrived at drawing from objects. The principal use of free-hand outline drawing is to teach pupils the proper use of materials, the names of lines and forms, and to educate the eye in judging of proportion; also to inculcate perception of the beautiful in curves and forms of objects.

The time given per week to drawing should not be less than two hours; with the youngest children, the length of each lesson should not be more than half an hour, *i. e.* four short lessons per week; with those a little older, three lessons of forty minutes each, and with the oldest pupils, who draw upon paper, two lessons of an hour each.

It is of some importance in maintaining interest in the lessons that each should be complete in itself, the exercise be begun and finished in the alloted time; and if this be found difficult, it is better to take simpler examples with less work in them, than either to lengthen the time given, or leave the exercise unfinished. In the same class, if

some pupils draw better than others, the best may be allowed to draw in books, and the more backward on slates. Each exercise should be criticised by the teacher during the lesson, in addition to the general criticism from the black-board, thus combining individual with class instruction.

The object given as a lesson should be well drawn on the black-board before the lesson begins, and the teacher in giving the lesson should commence by explaining its proportions and general character, and then draw it again, step by step, during the process of the lesson, being followed by the class, line for line, as the form develops on the board.

The standard of quality in outline varies in different countries, but whether a thick or thin line be allowed, it must be the same thickness or thinness everywhere, and the best line, in my opinion, is a thin, gray, unbroken line, without the slightest variation in a whole drawing,—either in color or breadth.

MODEL DRAWING IN OUTLINE.

The model drawing in primary schools should be of an exceeding simple character, for into the proper practice of it, perspective must more or less enter. Only the older children ought to attempt it; and the objects used, to be as much as possible those which appear of the same form on all sides. These may be defined as such objects as are turned in a lathe, or made upon a potter's wheel; thus a cylinder, a sphere, a cone, in geometric shapes; a vase without a handle, a goblet, or a wine glass, a saucer, a round bottle; or wooden vessels, such as a bucket, or a round box. These have the double advantage of being symmetrical, enabling the teacher and pupils to use a central line in drawing them, and they will be seen alike by all the pupils, so that the explantions and demonstrations given on the black-board will apply to all the drawings made.

The models used should be painted white, which displays the form better than any color. If rectangular solids be used, such as cubes, oblong blocks, prisms, square boxes, chairs or such like, the teacher will find himself plunged at once into all the difficulties of linear perspective, beyond the understanding of children so young as those in primary schools.

With regard to the method of teaching, and implements used, what

I have said with reference to free-hand drawing from flat examples on the black-board, applies similarly to object drawing. Care must be taken in setting a model for the class, that it is not placed so near any pupil as to give him a distorted view, or so far away as to be seen with difficulty. The best position with regard to height is that the top of the object should be at least six inches below the level of the pupil's eye. A set of three or four dozen objects should be kept in each class-room, in a cupboard or cabinet reserved for the purpose, and teachers might occasionally exchange models of equal value with each other, so as to give freshness and variety to the subjects; otherwise the pupils might get wearied of drawing the same subjects over and over again.

Combined with free-hand and model drawing the definition of plane geometric figures should be taught, and are best taught by being drawn as exercises, as well as learnt by heart. This will be preparation for geometrical drawing, to be afterwards learnt in the grammar schools, as well as being of great value in imparting correct knowledge of common forms.

DRAWING FROM MEMORY.

The third subject for the primary schools is drawing from memory.

I attach the very highest importance to the systematic development of memory drawing as an element of education, and art education is incomplete without it. Beginning with geometric forms of a given size, it will be found possible to lead even the children in primary schools to reproduce entirely from memory the copies which they have already drawn, however elaborate and full of detail they may be. All the memory exercises will consist of recently finished drawings, the proportions of which will be easily remembered, though at first it may be necessary that the teacher should describe to the class some of the leading characters of the example given, to refresh the memory before the pupils proceed to draw it. At the conclusion of the exercise, the best and the worst efforts should be taken to the board, and their good and bad qualities pointed out and criticised, and an accurate drawing of the example be put on the board for each pupil to contrast and compare with his own work. He should then be allowed to correct and revise his drawing from the teacher's examples upon the board. Home exercises in memory drawing may also occasionally be required of the pupils, with much advantage.

DO OUR PUPILS THINK?

THE American habit of reckless haste reveals itself in our schools. Not only are children supplied, at a tender age, with spelling and reading books, arithmetics and geographies, but they are hurried through them before they have half mastered their contents. They are rushed from one study to another, and from grade to grade, repeating, parrot-like, uncomprehended rules and definitions, but receiving little mental stamina or vigor. Poor children! they "bolt," —if the term may be excused,—but cannot digest the mental food set before them; and, as a consequence, the mental appetites of too many of them are destroyed. In many of our high schools may be found young men and women who can gracefully inform us—if they chance to be studying Physiology—that the "muscular membrane is composed of many filaments that unite to form fibres, each of which is inclosed in a delicate layer of cellular membrane," and that "bundles of these fibres constitute a muscle." But of the real meaning of what they are saying, many of them have little idea. They cannot intelligently define the words used in the definition. They cannot even give the substance of it in their own language. Is not such learning a source of weakness, rather than of strength, to the mind? The crowding of the stomach with food which it but partially digests, causes disease and feebleness. Likewise, so it seems to us, the overloading of the mind must be a means of intellectual dyspepsia.

Moreover, we cannot expect those of our pupils who advance with such haste and with so little thought, to attack, with energy and interest, the knotty problems and difficult subjects which *absolutely require* vigorous brain exercise. Many of them grow weary and faint by the wayside, unable to climb the mountains of difficulty which rise above them.

Teachers agree that these things ought not to be, and yet most of us are too often content with recitations which amount to considerable in the way of show, but which are sadly deficient in real thought and comprehension. Mechanical recitations may be successfully carried on by a mechanical teacher, but they are of but little worth.

We are aware that the breaking up of this want of thought is a difficult work for the teacher; but we believe it can, in a great measure, be accomplished. We are confident that mental life may be awakened

in our dull pupils. This life may be faint and feeble in its early stages, but it is like the spark which careful, not too vigorous, fanning kindles to a flame. As teachers we need perseverance and skill and more real interest in our work; we need to be sure that our pupils pass over nothing that they do not understand—nothing upon which they do not exercise vigorous, healthy thought. Our progress may be slow—so slow as to be scarcely observable—but it will be sure and real. What matters it if our labor seems in vain? The vanity is only seeming, and we can wait for our reward.—*N. S. M. D. in Nat'l Teacher.*

THE STUDY OF GEOGRAPHY.

It is admitted by all educators, that the study of geography is one of the most important of school studies; and that scholars should become well grounded in its elementary principles before leaving the common school to engage in the active duties of life. Yet how few how comparatively few, of the graduates from our town schools have a thorough knowledge of the first principles of this great study! This ignorance is owing, no doubt, in a great degree to the manner in which geography has been and now is, to a certain extent, taught in our schools. With some few exceptions scholars are required to commit to memory page after page of dry facts, uninteresting details,—a mere round of words. These they recite, parrot-like, to the teacher, who seems to think it a sin to ask a question not contained in the text-book. With such mechanical teaching as this, what child can gain a thorough knowledge of geography? Some teachers, who have been accustomed to teaching in the old ruts, may ask, "How *shall* I teach geography?" I will endeavor to give in a few words as possible my way of teaching it. I do not pretend to say that it is the best way; yet I think that it is an improvement upon the old way. The first lesson which I give my class is an explanation of the *form* of the earth. To explain this lesson properly a globe is an indispensable article. (If teachers are unable to purchase one, a large wooden ball with the continents marked upon it will answer a good purpose, and cost but little.) After the class has learned the form of the earth I let them ascertain, by examining the globe, the position of the land

and water, how distributed, etc., telling them nothing which they can by observation find out for themselves.

When I have carried my class, or rather when they have carried themselves thus far, I find that *outline maps* of the hemispheres are indispensable. Some teachers may raise this objection: "All scholars are not furnished with these, and few teachers are able to purchase them." To such I would say, if there are extra blackboards in your school-room, you can *draw* maps which will answer a good purpose. If you cannot spare the blackboards, then purchase large sheets of drawing paper and draw the maps at home. No matter if it does take *time*, it will be time well spent. The first lesson which I give upon these maps is a lesson upon the map of North America. I have my pupils learn all the countries first; I then tell them some interesting fact in regard to each country, and have them tell the same to me again before they take their seats, and also when they review the continent. I have them use the book only in connection with the map, and give them an oral lesson each day which embraces all the ideas which are contained in the lesson they are to learn from the text-book the next day; thus, when they study, they gain ideas rather than learn mere words.

After they have learned the lessons upon the map of North America, I require them to write a composition, having North America for its subject, telling them to write out in their own words all they have learned about that continent. I proceed in like manner with each of the other continents; then I take the countries, States, etc., and have them learn these in the same manner, keeping in view, however, my motto, "NOT HOW MUCH, BUT HOW WELL." There are other exercises which I introduce from time to time into the class to keep up the interest; for instance, I often give out some question for them to hunt up the answer to before the next recitation, as, "How many stars and stripes are there on the American flag, and what do they represent?" I merely give the question as an example; a teacher with any ingenuity at all could devise others. To get my pupils to search their atlases, I frequently ask such questions as the following: "How many seas are there whose names are the names of some color." Such questions as these serve to get up an interest and create a love for the study among my pupils. Scholars can acquire much knowledge of geography from their reading lessons, that is, if the

teacher is ready to seize every opportunity to teach them. A single name may furnish materials for a number of questions; for instance, if the word Manchester were to occur in the reading lesson, the first question which a teacher, apt to teach, would probably ask would be, "Where is Manchester?" the answer to this would suggest the question, "Where is New Hampshire?" then, "Where is the United States?" then, "Where is North America?" Thus the pupil would gain a correct knowledge of the exact position of Manchester; whereas, if he knew that Manchester was in New Hampshire, and did not know where New Hampshire was, he would have but a poor idea of its situation. I have named but a few of the many methods which a good teacher can and will invent, and use in his school to create an interest and cause his pupils to love the study of geography. If any of my fellow-teachers have better methods I would be glad to learn of them, and would be pleased to correspond with any one upon the subject.

ELIZA H. MORTON.

Portland.

THE MARKING SYSTEM.

BY RICHARD EDWARDS, PRINCIPAL OF ILLINOIS NORMAL UNIVERSITY.

THE practice of keeping a careful record of the scholarship and deportment of pupils in a school has been, of late, somewhat called in question; and I shall be grateful for a brief space in the *Teacher* for its discussion. Allow me, first, to review some of the most common objections to the practice, and afterward to state what seems to me the true explanation of the method.

And, first, it is said that to keep a record of a student's attainment in scholarship, and of his standing in deportment, is a mode of dealing that appeals to his baser motives, and exercises the lower elements of his character; and that, consequently, the educational effect of such a record is evil.

There have, doubtless, been teachers who have so used the "marking system" that bad effects have followed. But the same may be said of every kind of educational instrumentality. Text-books, in themselves and for their proper purposes, very useful are by some teachers made the means of crushing all real independent mental life.

A slate and pencil are useful things in their way; but how frequently it happens that they are made mere substitutes for thought, instead of aids to it. In the hands of an unskillful teacher, the forces that ought to be most effective for good become not merely impotent, but positively injurious.

One of the evil results thus attributed to a daily record of work is, that it fosters emulation. It seems to me that those who make such a charge totally misunderstand the purpose of the record, and the spirit in which it should be made. They seem to speak as if the only purpose of the marks is to pit pupil against pupil, and to designate the victor, in a contest where it is impossible for all to triumph. Nothing can be further from the truth. The chief purpose of the record is to furnish the pupil with the means of ascertaining, day by day, the degree of success he has attained. It has no necessary reference to any other person. He is simply enabled, by means of the marks, to compare himself with himself. He is pitted against nothing but his former achievement and the subject he is studying. There is no more reason why an unhealthy emulation should be fostered by the record of a recitation than by the teacher's saying "well done," or pronouncing a lesson imperfect. The marks are only the sentence of approval or disapproval petrified,—the mere remembrance of what has already done all the evil it is capable of doing.

Another objection is, that no teacher can mark with perfect accuracy, and that, consequently, it is impossible for a system of marking ever to be perfectly just.

In answer, I suggest that the marks are no more unjust than the approval or disapproval of the teacher, for they perfectly accord with such approval or disapproval. And, as will be shown, daily marking gives a result vastly more correct than a single examination, however thorough and long continued. And we may notice that every thoughtful teacher uses many degrees of approbation or the opposite. It is a very inferior teacher that has but two categories, "right," and "wrong," for all the performances of his pupils. And if there are, and ought to be, various grades of praise and blame, ought there not to be various grades of numbers to represent them?

But let us look into this matter of the injustice of a pupil's record. Take a school term of ten weeks, or fifty recitations. Suppose every pupil is marked in every recitation—and this should be done when-

ever it is possible. An error of a unit in a scale of ten would be a large one for an experienced, unbiased and careful teacher. Suppose that, on the first day, such an error is made. Next day the pupil is marked again. Is it probable, with such a teacher as we have specified, that on the second day another error will be made in the same direction and of the same magnitude as the first one? No: the likelihood is that, in the long run, the excesses and deficiencies will counterbalance each other. But in order that the *term's* record shall vary one unit from the truth, such an error as we have supposed must be made every time the pupil is marked, and in the same direction. I venture to affirm that, under the circumstances named, this result would be impossible.

The term's record is the result of an average. In the case supposed, every error is divided by fifty, and therefore reduced to one-fiftieth of its original bulk. This principle is well understood, and the most important results in practical life are based upon it. In practical mathematics, the engineer, instead of contenting himself with one measurement of an angle, makes, perhaps, fifty records of its magnitude, and divides their aggregate amount by fifty. He considers that by this average the possibility of error is greatly diminished, and the result made to approximate very near the truth. Thus with a pupil's record for a term. Whatever errors may have been made in single markings, they so dwindle in the division that, for all practical purposes, it may be said the result is free from error. I consider, therefore, that this objection has, in truth, no foundation.

It would seem difficult to contrive a method at once so efficient in its operation and so beneficent in its effects as this of a constant and truthful record. It accords with the soundest philosophy and the most reliable experience. A careful survey of present attainments is always essential to the greatest success in making new ones. There is no foe so fatal to the extension of our knowledge as vagueness or uncertainty in respect to what is already possessed. Nothing so clearly shows the necessity of moral progress, and so impels to the making of it, as a rigid setting-forth of our present moral state. The man who takes, at each day's close, a calm review of the day's doings, and makes a permanent record thereof, is in the way of great achievements.

But, to be efficient, the practice must be constant and long contin-

ued. An occasional paroxysm will do little good. The practice must be persisted in. In school discipline this is vital, essential. Hence the importance of a *daily* record. Students need to be constantly kept in the way. It is idle to talk of educating boys and girls by applying to them a severe test once in three months. They need a test whose force shall be daily felt. There must be an examination every day, whose results are carefully recorded. The influence of a quarterly examination, as an educational force, bears the same relation to that of a truthful daily record that a spasm from a galvanic battery bears to the equable pulsations of wholesome life.

Many think that the object aimed at in examining pupils in school is to find out how much they know. For this purpose examinations may be held only at the close of the term. But, as I understand it, this is very little of the object. The chief purpose is to induce them to know more and to be better. And if the examinations whose results are to be recorded are to be expected to promote this end, they must occur with sufficient frequency to bear upon every working-hour of the day.

Quarterly examinations are proposed by some as a substitute for the daily record. But how many of the alleged evils will thus be avoided? Is the mark given to the pupil on a single examination, for which he has, perhaps, crammed, likely to be more just than the average of fifty marks, dispassionately given for every-day work? Does it appeal to higher motives,—conducted, as it must be, under excitement, with but one grand thought, the desire of success, pressing upon the student,—does it appeal to higher motives than the daily exercise? Who will say that a botanist can get a better and more complete knowledge of a plant from one inspection of it, at maturity, than from many observations made at its various stages of growth? And how much stronger becomes the case when the question is asked of the nurseryman rather than of the botanist,—when the culture of the plant rather than the knowledge of it is the purpose in hand! And the last case only corresponds to that of a mind undergoing training.

The daily record exposes the pupil's deficiencies in time to make a correction of them possible; whereas an examination at the close of the term, however startling its revelations, comes too late for the application of a remedy.

In some quarters the marking system is denounced as "pedantic." It is difficult to see the point of this epithet as thus applied. If thoroughness is pedantic; if the most scrupulous exactness and honesty, the most efficient preventive of the deceitful and murderous process known as cramming; if a constant, equable, and wholesome incitement to study—an incitement always active but never violent; if a method that exposes the pupil's defects in time for the teacher to correct them,—if these are pedantic, then the "marking system" is pedantic, but not otherwise.—*Ill. Teacher.*

RESIDENT EDITOR'S DEPARTMENT.

TURNING OVER A NEW LEAF.

WITH 1871 behind us, and 1872 before us, we stand upon the threshold of a new year. The year just closed has been, in many respects, an eventful one, and one that will long be remembered. It seems to have been preëminently a year of disasters. In educational matters it has been one of quiet, steady, and general progress. What the coming year will be, a good Providence has wisely veiled from our view. If we are all permitted, with a good measure of health, to labor on in some field of usefulness, it will be our fault if we do not, in some degree, fulfill the object of our being. It is said that the beginning of the year is a good time to make new resolutions. We shall do best if we make but few resolutions, and try to keep faithfully what we do make. With our best wishes for their continued health and prosperity, we kindly bid our readers a HAPPY NEW YEAR.

ANNUAL REPORT OF STATE SUPERINTENDENT JOHNSON.

THE Eighteenth Annual Report of the Common Schools of Maine, will soon be made public. Through the kindness of Mr. Johnson, the State Superintendent, we have before us a few pages which contain the statistics and some general facts gathered from the town reports and answers to circulars; also the general remarks of the Superintendent upon the condition of the schools, etc. Mr. Johnson says:

The public schools of the State have generally been successful during the past year. As will be seen from the tabular statements, the *amount* of *money* raised for school purposes has been quite as large as in preceding years—excepting the single item of "cost of new school-houses;" the *average attendance*

of scholars the same as last year; the *quality of instruction* has been evidently superior to that of former years according to the testimony of town committees and county supervisors, attributable to the influence of the Normal Schools, Teachers' Institutes, graded certificates, and higher wages; the *examination* and *certification* of teachers are receiving more careful attention, while the *inspection* of schools is rising from the condition of simple superficial observation to the proper office of close and thorough examination and practical suggestion. The Normal Schools and Teachers' Institutes have been well attended, their influence in improving the quality of teaching has been marked, and at the same time they are winning the favor and confidence of the public. County supervision in most of the counties has demonstrated anew its value as an educational agency, and vindicated its rank as the "right hand" of influence in the school-room, and in stimulating and directing the efforts of interested educators to proper channels of activity. The press, with one or two exceptions, has generously given its aid to promote the cause of public education by strong words of encouragement or proper expressions of criticism and stricture, while the public mind generally has been attentive to listen to propositions submitted in behalf of the common schools, and ready in the exercise of a sound judgment to accept or reject.

The following is the summary of statistics for the year:

Population of State, census of 1870	626,915
Whole number of towns in the State	411
Whole number of plantations	75
Number of towns making returns	379
Number of plantations making returns	46
Whole number of scholars between 4 and 21	225,508
Number registered in Summer Schools	120,295
Average attendance	93,066
Number registered in Winter Schools	134,065
Average attendance	107,717
Per centage of average attendance to whole number	.50
" " " " scholars registered	.79
" " " " Summer Schools registered	.78
" " " " Winter Schools registered	.80
Probable number of truants or absentees	18,989
Average length of Summer Schools in weeks and days, 5½ days per week	9w. 3d.
Average length of Winter Schools in weeks and days, 5½ days per week	10w.
Average length of Schools for the year	19w. 3d.
Number of districts	4,003
Number of parts of districts	350
Number of districts with graded schools	420
Number of school-houses	3,917
Number of school-houses in good condition	2,234
Number of school-houses built last year	119
Cost of the same	$117,364
Estimated value of all school property	2,488,523
Number of Male Teachers employed in Summer	119
Number of Male Teachers employed in Winter	1,801
Number of Female Teachers employed in Summer	3,790

Number of Female Teachers employed in Winter	2,180
Number of Teachers graduates of Normal Schools	264
Average wages of Male Teachers per month, excluding board	$32.44
Average wages of Female Teachers per week, excluding board	3 43
Average cost of Teachers' board per week	2 30
Amount of school money voted	743,326
Excess above amount required by law	182,218
Amount raised per scholar	3 29
Amount drawn from State fund in 1870	15,144
Amount derived from local funds	14,589
Amount paid for tuition in private schools, academies, or colleges, in the State	48,774
Amount paid for same out of the State	11,552
Amount expended for repairs, fuel, insurance, &c.	93,460
Amount expended to prolong schools	12,966
Amount paid to Superintending School Committees	28,622
Amount of School Fund	$12,975

FISCAL STATEMENT.

Raised by direct taxation for current expenses	$743,326
New school-houses	117,364
Private tuition in and out of the State	60,326
To prolong schools	12,966
To pay Superintending School Committees	23.622
Appropriation for County Supervision	16,000
" " Teachers' Institutes	8,000
" " Normal Schools	25,000
Expense of Annual Report (7000 copies)	8,500
Salary of Superintendent, $1,800; Clerk, $1.200	3,000
Traveling expenses $500; postage $300	800
Interest of permanent school fund	15,444
Derived from local funds	14,639
Aggregate expended for educational purposes	$1,043,988
Valuation of State	$224,585,325
Rate of aggregate school expenditure to valuation	4 3-5 mills.
Rate of direct taxation	3 3-10 "

NUMBER OF SCHOLARS IN HIGH SCHOOL.

Poland	53	Corinna	151
Turner	69	Corinth	70
Fort Fairfield	68	Hampden	40
Presque Isle	60	Oldtown	96
Cumberland	50	Orono	82
Portland	385	Bath	120
Industry	28	Topsham	29
Wilton	150	Hartland	40
Ellsworth	60	St. Albans	51
Augusta	100	Skowhegan	60
Hallowell	45	Belfast	60
Waterville	44	Baring	65
Windsor	36	Calais	68
Thomaston	57	Cherryfield	78
Boothbay	50	Eastport	71
Damariscotta	40	Biddeford	61
Hebron	100	Kennebunk	45
Norway	50	Kittery	37
Woodstock	30	Saco	47
Bangor	160		

NUMBER OF SCHOLARS GRADUATED LAST YEAR IN HIGH SCHOOL.

Cumberland	2	Bath	17
Portland	66	Belfast	20
Augusta	6	Baring	2
Waterville	6	Calais	2
Thomaston	11	Eastport	17
Damariscotta	10	Kennebunk	3
Bangor	14	Biddeford	16

In reply to the question, "*Can you suggest any amendments to the School Laws of the State?*" there is a great variety of answers given; the most original of which is that of the School Committee of Mariaville, who recommend the establishment of a reform school for meddlesome parents.

SCHOOLS IN SWITZERLAND.

Rev. B. G. Northrup, State Superintendent of Schools in Connecticut, has been traveling in Europe for the purpose of making himself familiar with the various educational systems in that part of the world. His impression of the schools in Switzerland may be learned from the following article, published in the Swiss Times:

A visit to over a hundred schools in the different Cantons has greatly enhanced my appreciation of the Swiss system of public instruction. The Swiss are a progressive people, and their excellent educational system is both the evidence and cause of general advancement. It contains some features worthy of imitation in America. The schools are supported by the State, free to all, well attended and highly prized by the people. In the studies of Geography and Arithmetic, their methods are inferior to ours. But in Language-exercises, History, and Drawing, they greatly excel. The mastery of the mother tongue is the first aim. The culture of the expressive faculties is made very prominent. They justly regard language as not only the medium of thought, but the chief agent in cultivating the memory and taste. The disciplinary influence of language-study is kept in view. To talk well is held to be a noble art. The daily school duties aim at this grand attainment. Choice selections of poetry and prose are committed and recited almost daily. Starting early, the memory is trained to commit with surprising facility. I have been greatly pleased with the recitations of poetry by young pupils,—long passages being given without hesitation or mistake.

The fact that there are three races in Switzerland, German, French, and Italian, and that these three languages are spoken in the Federal Assembly as well as in commercial intercourse, gives a practical interest to the study of the modern languages. Besides one's vernacular, the study of French or German is *required* in the schools, and is begun at a tender age. The faculty of language is early developed. Under ten or twelve years, is the memorial age for words and their forms. Beginning at the right age, the Swiss youth make most rapid and thorough progress in modern languages. The Classics are also commenced early, and great proficiency is the result. In the study of any new language, the pen is ever in hand, and there is constant practice in expressing thought in that language. One's proficiency is meas-

ured by his ability to convey his ideas in the new tongue. I commend this practice to our teachers.

History, too much neglected in America, is here made a most attractive and prominent study. This land is classic. Vestiges of Roman rule and works abound, and memorials of battles and sieges in later times, stimulate inquiry. The school building itself is often historic. I have inspected the College and Academy founded by Calvin more than three hundred years ago, sat in the pulpit chair occupied by him, heard recitations and lectures in the very rooms where he taught, and with which are associated the names of John Knox, Necker, Sismonde, Albert Gallatin, and a host of eminent men of Europe, for Geneva was the educational center where Protestant young men from England, France, and Germany, were educated for nearly two centuries after the reformation. Though, with one exception, the smallest Canton in Switzerland, no place of its size in modern times has exerted so wide-spread and happy an influence, both intellectual and religious. Among the ruling minds of the present day, Count Bismark is named as one who was educated in part here. Such momories awaken an historic spirit in the schools. Still more their monuments, walls, towers, ruins, and relics, their fountains adorned with historic emblems, their heroes and benefactors enshrined in storied marble, their hard-won victories recorded in bronze, their archæological museum and library, with the manuscripts of Luther, Calvin, Beza, Melancthon, and others, foster an interest in the past.

The Swiss schools also excel in Drawing. They understand both its practical bearing and relation to general culture. Their skilled mechanics apply the art in drafting plans, forming decorative designs, and executing all nice work. They say that not the architect, builder, machinist and inventor only must "draw," but that any craftsman, skilled in design, makes a better workman whatever may be his trade. The world now pays substantial tribute to Switzerland for the exquisite taste displayed in the decorative arts, in their unequaled wood carvings, their beautiful designs and chasings in gold and silver, their watches and music boxes, their silks and ribbons and the patterns for embroidery, and for their extensive printing and dyeing manufactories. In the industrial schools, special instruction is given in ornamental drawing, molding and designing. In the girls' schools, needle-work is taught to all.

The Swiss believe in the dignity of labor, in the system of apprenticeship, and the thorough mastery of some trade. The theory that labor is menial, and that the tools of trade are badges of servility is foreign to them. They are ingenious and industrious. They have learned that ignorance means waste and weakness, that education is economy, that brains help the hands in all work, multiplying both the value and productive power of mere muscle. In this direction the Polytechnic Institute at Zurich is doing a noble work. It is already deservedly the pride of the nation, is liberally supported by the Government, and has a very large and able corps of Professors and 600 students. Its celebrity has attracted many students from other lands. England has nothing equal to it. Indignant that his own country should so neglect

both popular and technical education, J. Scott Russell says, "The contrast between England and Switzerland is this: England spends more than five times as much on pauperism and crime as she does on education, and Switzerland spends seven times as much on education as she does on pauperism and crime."

The recent progress of Switzerland in internal improvements, manufactures and wealth is great. While other causes have helped, the most efficient agency is the marked improvement in popular and technical education. Railways thread her valleys and climb hills and even mountains, where the construction is costly and difficult. The telegraphic lines are relatively more numerous than in America, and being a part of the postal system, the rates are low and uniform. The public roads are the best in Europe, and yet without toll. Even the most costly suspension bridges are free. The Swiss government is the most liberal one in Europe. It is of the people and for the people. It happily illustrates the national motto *un pour tout, tout pour un* (one for all, all for one). Such a government can afford to trust the people. Hence there is a free press, free speech, free schools, freedom in religion, and freedom in traveling, no passports being required, and no examination of luggage; no standing army and no *gens d'armes* ever brandishing the threatening hand of power as elsewhere in Europe. There is relatively far less criminality here than in England. The fact just stated in the Swiss Times, that in the village of Illgaw, containing 1250 inhabitants, not one individual during the last twenty-three years has been brought into a court as a prisoner or sued for debt, can be said of few places of equal population in the world.

The schools and the press have lately fraternized the whole nation. The several Cantons were formerly isolated, both in fact and feeling, with little intercommunication and less sympathy, with distinct local costumes, customs, and laws. Some still strongly cherish their hereditary usages. A few are proud of their Roman origin and keep up their lictors with "patrician," "plebian" ideas. Berne (Bear) retains Bruin as its heraldic emblem. His effigy is on its coat of arms, and meets you at the fountains, guards many ancient dwellings, and sometimes stands forth equipped with full panoply of shield, banner and sword. Gigantic bears in granite guard the city gates, and in the wonder clock a whole troop of bears perform at the striking of the hour, and the city maintains a menagerie of bears at the public expense. Geneva, in like manner, honors its emblem, the eagle, by keeping a flock of eagles in a series of huge cages. Berne, while abounding in most beautiful modern edifices, still maintains its unique and historic character more than any other Swiss city. But education, the press, railroads, telegraphs, and a wise central government, have conciliated the people of these twenty-two Cantons. Though separate in race, religion, and language, they are one in national sympathy and interest, proud of their history, and prouder still of their recent progress and present prosperity. While beggars are found everywhere in Europe, there is less pauperism in Switzerland than in any other nation on the continent. With no communism, there is still a general diffusion of prop-

erty. Almost every one is a land-owner. Of the 485,000 households only 20,000 possess no land. The ownership of land is an element of dignity and conscious elevation to the individual, and thus of strength to the nation.

OUR CLUBBING RATES.

We desire to call special attention to our large list of periodicals and magazines, upon our Clubbing List. Our readers will find a good opportunity there to increase their amount of regular reading at reduced rates.

THE Almanac publishers complain that their business is destroyed by Ayer's American Almanac. The people prefer it to any other, the Farmer's, Western, Southern, or the numerous local almanacs when they can get Ayer's. It supplies the best astronomical data, weather, and jokes of them all, and above all, medical advice which is invaluable for every family. It is supplied gratis by the druggists, and should be preserved for constant reference and use. We are sure that no good housekeeper or grandmother goes willingly without one.—*Anti-Slavery Standard, N. Y.*

SALARIES IN NEW HAVEN, CONN. The Superintendent of public schools in New Haven believes that one way to improve the schools is to make the salaries high enough to invite and retain good teachers. The salaries in the city schools have recently been raised and now stand as follows: principal of high school, $3000; male assistant, $2200; one female assistant, $1000; two female assistants, $800; two female assistants, $700; one female assistant $650. Principals of grammar schools, $2200; first assistant $700; next grade of schools command $650 and $600; next lower, $550; lowest salaries, $350, to be increased $50 per year until it has reached $550.

Poor sheriff Brennan, of New York, receives for hanging our criminals a salary averaging $1,600 *per week!* The same city that pays him this allows the teacher who labors to save people from the gallows a salary of $400 *per year!* Our city authorities don't believe in the ounce of prevention doctrine.

The head-masterships of the great public schools in England are very valuable. Eton is worth about $30,000, with a large residence; Harrow, the same; Rugby, about $20,000. In former days head-masters usually became bishops, but they are not so certain of miters now. Dr. Vaughan, the late head-master of Harrow, has twice said *nolo episcopari.* A rare instance.

Don't suffer your hair to fall off when a bottle or two of NATURE'S HAIR RESTORATIVE will check it. Splendidly perfumed and as clear as crystal. All wide-awake druggists sell it. See advertisement.

The professor of elocution at Brown University is a lady.

GOOD OFFER.

VICK'S ILLUSTRATED CATALOGUE AND FLORAL GUIDE FOR 1872, is an 8vo pamphlet of 120 pp., with illustrations of almost every plant, vegetable, and garden implement in use, with a beautiful rustic border in red around every page, most exquisitely printed on tinted paper, with a photograph of himself as a frontispiece. It is the most perfect floral guide we have ever seen. It gives information concerning the habits and culture of every plant, which would be worth several dollars to any one who has the care of them, and we will mail it to any one sending us a new subscriber, and another to the new subscriber, provided you send $3 to pay for both till January, 1873. This offer we make for the month of January, but not beyond.

Mr. Vick also publishes, annually, a Flower Chromo, 19 by 24 inches. The one for 1872 is unusually fine. It consists of a basket of over fifty varieties of flowers of natural size and color, on paper and on cloth. The cloth represents painting, and needs no glass in framing. We will send, post-paid, one on paper for three new subscribers with $4.50; or cloth for six with $9.00.

BOOK TABLE.

WORDS AND THEIR USES. By Richard Grant White. New York: Sheldon & Co.

The principal portions of this volume appeared in a series of articles in the *Galaxy*, during the first two or three years of its publication. The title of the book gives a key to its character,—the origin, history, and use of words and idioms. Mr. White is generally regarded as good authority in such matters, and he has made a very useful and interesting volume. It will be of great service to teachers, and more especially in the departments of grammar, rhetoric, and English literature. We commend it to the careful examination of our fellow-teachers.

THE COUNTRY OF THE DWARFS. By Paul Du Chaillu. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The author of this work needs no introduction to the youthful readers of our day. They welcome anything from his pen. In this volume he gives an account of a visit to portions of Africa that afford abundant material for thrilling adventure and interesting description. The work is fully illustrated.

HALLAM'S MIDDLE AGES. Edited by William Smith. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Dr. Smith has done an excellent service in bringing into one fair-sized volume this admirable view of the state of Europe during the Middle Ages. It contains all the latest revisions of the author, and has also additions from other writers, and supplemental notes, and a most excellent index. The volume is uniform with the student's series, and will be a valuable addition to any person's library.

THE PARSER'S MANUAL. By John Williams. Cincinnati: Wilson, Hinkle & Co.

This volume contains a copious selection of examples for parsing, presenting great variety, and well classified. A set of very good rules of syntax is also given. The book will meet a demand long felt by teachers.

JAPAN IN OUR DAY. Compiled and arranged by Bayard Taylor. New York: Charles Scribner & Co.

This is the initial volume of Scribner's Illustrated Library of Travel, Exploration, and Adventure; a series of works in which will be given the latest account of the various lands and races of the earth visited by travelers and explorers. Each volume will be devoted to a special country or region. The volume before us is devoted to Japan, giving an account of visits to the country by different travelers, and at different periods, and also of the present state of the country, its people, manners, and customs, etc. It is published in excellent style, and well illustrated, and promises well for the series, which must be a very popular and useful one.

THE WONDERS OF WATER. With sixty-four illustrations. New York: Chas. Scribner & Co. Portland: Hoyt, Fogg & Breed.

A new series of the Illustrated Library of Wonders is commenced with this volume. The size of the volume is increased, and the style improved. Everything which is curious, wonderful, and useful, in connection with water, is here treated of and explained in a manner that will make the volume an interesting and profitable one for all readers.

THE TEACHER'S MANUAL. By Hiram Orcutt. Boston: Thompson, Bigelow & Brown.

Mr. Orcutt, at present principal of Tilden Ladies' Seminary, at West Lebanon, N. H., has been for many years a teacher of distinguished success. The present volume is the result of his experience set forth in a very practical manner. The topics considered are: The Discipline of the School; The Dignity of the Teacher's Work; The Teacher's Qualifications; Remarks to Teachers; Common Schools—their History and Importance. There is, also, a mathematical chapter, by Ephraim Knight, of New London Institution, N. H. The book will furnish many valuable hints and suggestions for teachers.

THE MAINE REGISTER; OR, STATE YEAR BOOK FOR 1872. By Edmund S. Hoyt. Portland: Hoyt, Fogg & Breed.

Mr. Hoyt's Year Book has come to be one of our standard annuals. The edition for the coming year has many improvements upon former issues. The National and State statistics, lists of public officers, etc., are very full, and from official sources; while the statistics and information in regard to the towns and cities of Maine includes about everything worth knowing. The National census is given from 1790 to 1870; and the census and valuation of every town and city in Maine in 1870. The popular vote of the State, the table of electoral votes, and the table of distances from Washington, will all be found very convenient and valuable. The book contains an excellent map of Maine, with a list of all the railroads, accompanied by tables of distances

and fares. There are many other features of this excellent little book which we would like to mention, did not want of space forbid. Teachers can make good use of the book in school, in teaching the geography and history of our State, National statistics, etc., etc.

GENTLE MEASURES IN THE MANAGEMENT AND TRAINING OF THE YOUNG. By Jacob Abbott. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Mr. Abbott is a veteran educator as well as author. In this book he has set forth at length, under a great variety of topics, the principles of mild and gentle measures in the training and management of children. But he is also in favor of *firmness*, as well as gentleness; and would not in all cases dispense with corporal punishment even. We earnestly commend the book to the notice of teachers and parents.

INDEPENDENT SIXTH READER. By J. Madison Watson. New York: A. S. Barnes & Co.

The concluding volume of the Independent Series is a good manual for school use, as well as for individual reference and reading. Its selections are varied and every way excellent, and its elocutionary matter is unsurpassed in clearness and comprehensiveness, and in its adaptation for class-drill and exercise.

WOMAN'S WORTH AND WORTHLESSNESS. By Gail Hamilton. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The subject of this volume is suggestive of plain talk; and the reader will find that the author has been equal to her theme. Gail Hamilton has lost none of her acuteness, and deals with her subject in a manner that shows she is not afraid to express her views with plainness and in straightforward English. The book will command a large circle of readers.

HANNAH. By the author of "John Halifax, Gentleman."

Last month we noticed the edition of this work in paper covers. The Harpers have now issued it in cloth, uniform with their excellent edition of Miss Mulock's works.

WORK AND PLAY, a juvenile monthly published by Milton Bradley & Co., Springfield, Mass., at $1.00 per year, is filled with matter of great interest to the young folks. Every alternate month has an oil chromo extra.

AMERICAN HOMES, for January, is an excellent number. Published by Chas. H. Taylor & Co., 51 Water street, Boston. $1.00 per year.

THE MAMMOTH CAVE AND ITS INHABITANTS, is the title of an intensely interesting paper in the *American Naturalist* for December. The Naturalist is published by the Peabody Academy of Science, Salem, Mass., and is a good work for teachers.

WE are indebted to Mr. E. STEIGER, New York, for his catalogue of German works, of which he has a large supply of all kinds.

THE MEDICAL SCHOOL OF MAINE will commence its next course of lectures Feb. 15th.

THE PHRENOLOGICAL JOURNAL, for January, is still in the advance. For reading at once spicy, vigorous, spirited, and high-toned, its bulky January number has our warmest commendation. A capital beginning of the new year. The following are among its articles: E. B. Washburne, our Minister to France; What can I do Best? Cheerful Giving; Joseph P. Thompson, D. D., Late of the Broadway Tabernacle Church; Expression, its Anatomy and Philosophy; "Sol" Smith Russell, or some Studies in Facial Caricature; "Taking Cold;" Great Fires of Ancient and Modern Times; Influence of Forests on Climate. Numerous illustrations are given. Price, only $3 a year. Now is the time to subscribe or to make up a club, and secure one of the valuable premiums offered. S. R. Wells, New York.

ARTHUR'S LADY'S HOME MAGAZINE, for January. The "Queen of the Ladies' Magazines" opens the year with a rich number. The illustrations and fashion engravings are unusually fine. It has an unusually good table of contents. Mrs. Horace Mann's paper on the relation of woman to the temperance cause, should be carefully read. Terms, $2 a year, with a reduction to clubs. A great variety of premiums offered for subscribers. T. S. Arthur & Son, Philadelphia, Pa.

THE CHILDREN'S HOUR, for January, is on our table, and is fully equal to its former issues. It is a capital thing for the children. It is published by T. S. Arthur & Son, of Philadelphia, at $1.25 a year. Five copies are sent for $5 Liberal premiums are offered.

HARPER, for January, has a great variety of sterling articles. Among its illustrated papers are: The Legend of the Mistletoe; Holland and the Hollanders; From a Barn to Drury Lane; The Danish West Indies; A Visit to a Greenland Glacier; and the Poetry of the Zodiac.

THE YOUNG PEOPLE'S HELPER now appears in magazine form, and is published by Rich & Vose, Portland, at $1.00 per year. The January number is quite attractive, and has a good table of contents for the boys and girls.

The parent who invests $1.50 by subscribing for the NURSERY for the coming year, makes his child one of the best Christmas presents of the season. Published by John L. Shorey, Boston.

Any of our readers who have the medical profession in view, or who wish to be thoroughly posted in that calling, will find the MEDICAL RECORD, published by Wm. Wood & Co., New York, a most excellent journal. Its contributions and editorial management are of a high order.

THE HERALD OF HEALTH, published by Wood & Holbrook, New York, at $1.25 per annum, is doing good work for the health and improvement of ou people and of society. The December number has an article on Temperanc that should be widely read.

THE MISSIONARY HERALD, Boston, should be read every month by ever friend of missions. Its records of the foreign fields are often replete with interest to the mere lover of progress in civilization and good morals. $1.0 per year.

THE ECLECTIC for the new year is promptly at hand. With this number it commences its 28th year, the best possible evidence of its sterling merit; for in these days, when the number of magazines is legion, it could not have lived so long except for its great excellence. The January number is a kind of jubilee number. There are two fine steel engravings of unusual size and beauty, one representing "Washington Irving and His Friends" (containing no less than fourteen portraits of Irving and the other literary celebrities), and the other copied from John Gilbert's famous historic picture of "Cardinal Wolsey and the Duke of Buckingham." Among the good articles in this number we notice: Byron & Tennyson; A Frenchman on his Travels—Round the World in one hundred and twenty-eight days; Notes on Flying Machines; Comets and Comets' Tails; Condition of the Working Classes in England; An Open Polar Ocean; Female Culture in the 18th Century. Now is a good time to subscribe. E. R. Pelton, Publisher, 108 Fulton street, New York. Terms, $5 per year; two copies $9; single copies 45 cents.

HARPER'S MONTHLY began its 44th volume with the December number. We call the special attention of teachers to its "Scientific Record," where is collected each month the latest facts in all branches of science, so that one may keep himself thoroughly posted in any or all departments, and find material for almost daily use in his classes.

OUR YOUNG FOLKS still continues to be a treasure-house of useful and entertaining knowledge for the youth of our land. The best talent of America is engaged in filling its columns, and the success which has attended the history of this magazine shows how well the editors have understood and supplied the popular want. For 1872, the publishers promise to present matter of unusual interest and profit. See our rates for clubbing with the *Journal of Education*.

THE NATION.—Five dollars per annum; New York City. We look upon the *Nation* as the ablest weekly journal published. It appears to be conducted without fear or favor in the interests of honesty and truth. It does not hesitate to attack corruption wherever it exists. We recommend every teacher who wishes a journal that will give him weekly vivid and concise statements of events, and able discussions of vital and practical questions, to subscribe for this journal.

THE LADY'S FRIEND, for January, opens finely for the new year. Beautifully illustrated, and every part admirably filled, making all that a lady could desire. Deacon & Peterson, Philadelphia. $2 a year; four copies for $6. See our Club-list.

"WILSON, HINKLE & CO.'S *Illustrated Descriptive Catalogue of School and College Text-books*. This is the most stylish and complete thing of the kind that has come to our table. This enterprising firm, determining to compete with the publishing houses of New York, have opened a branch office in that city, No. 28 Bond street. Teachers are cordially invited to call upon or correspond with them.—*Conn. School Journal.*"

FIFTY YEARS IN THE FIELD.—The *New York Observer* is about celebrating its jubilee, entering upon its fiftieth year in 1872. It is one of the oldest newspapers in the country, one of the ablest, and one of the most steadfast and fearless in maintaining the truth in religion, the right in morals, and honesty in all public and private affairs. It announces for this year the publication of the second volume of its Year-book; a vast repository of information, statistical and otherwise, relating both to Church and State, which will be sent free to all who pay their subscription for 1872. This volume last year was worth the subscription price of the paper, and the publishers promise a more complete Year-book for 1872. Specimen copies of the paper, with prospectus for the Year-book, sent free on application.

THE LADY'S ALMANAC FOR 1872 is beautifully printed on tinted paper, and illustrated with fine engravings. Replete with elevated sentiment in poetry and prose, and useful household notes. A useful feature is the "Visit Record," for keeping a record of all calls and visits made or received during the year. Its blank Memoranda pages are a great convenience. Elegantly bound in cloth, gilt-edged. Every lady will want it. Sold by book and newsdealers for 50 cents, or will be mailed, *post-paid*, by the publisher, George A. Coolidge, office of "Old and New," 143 Washington street, Boston.

THE BOSTON JOURNAL OF CHEMISTRY, always good, has had many sterling articles, upon a variety of topics, from its editor, Dr. Nichols. We are glad to see that some of those articles are soon to be published in book form, under the head of *Household Science*.

SCRIBNER for this month is really a holiday number. It has a great variety of sterling articles, among which, The Orphan's Christmas Tree; The Big Trees and the Yosemite; Stephen Skarridge's Christmas; and Hunting Adventures in India, are finely illustrated. Published by Charles Scribner & Co., New York, at $4.00 per year.

LIPPINCOTT'S MAGAZINE for the new year gives assurance that its high character is to be continued. Whymper's Scrambles among the Alps (illustrated) is continued, and among the many good papers is one on the Coming Woman. Published by J. B. Lippincott & Co., Philadelphia, at $4.00 per annum. Our readers who wish to take this magazine or either of the following: Good Words; Good Words for the Young; Sunday Magazine; or St. Paul's Magazine, we refer to our clubbing list.

OUR BOYS AND GIRLS, edited by Oliver Optic, starts off well for a new volume. Sea and Shore is the title of a new story begun by the editor, while Elijah Kellogg and other popular writers also have the first chapters of new serials. Published by Lee & Shepherd, Boston, at $2.50 per annum.

THE METHODIST, one of our best family religious papers, published in New York, offers extra inducements for new subscribers for 1872.

THE YOUTH'S COMPANION is a safe companion for all young persons. Its columns are filled with the best reading. Published by Perry Mason & Co., Boston. $1.50 a year.

"THE NATIONAL SUNDAY-SCHOOL TEACHER," for December, is a welcome visitor at our table. We hardly expected it would resume so soon its monthly visits, but its publishers are not the men to delay. The energy which has made this magazine such a wonderful success, will overcome *all* obstacles not *absolutely* insurmountable, and push the periodical to a still larger circulation. THE SUNDAY-SCHOOL SCHOLAR, for November, is on our table. It is an excellent number. The December number is promised us in its usual season. "THE LITTLE FOLKS."—That charming little paper for the infant classes, in our Sunday schools, is fully up to the standard. The illustrations are superb, and will delight all its little readers. Adams, Blackmer & Lyon, Chicago.

The office of the NATIONAL SCHOOL FESTIVAL, a quarterly magazine devoted exclusively to recitation for day and Sunday-schools, was destroyed by the Chicago fire, as well as the mail-list, and it will be necessary for subscribers to re-send their names, stating the time when their subscription ended. Every effort will be made to keep the FESTIVAL up to its standard. Price Fifty cents. See our offer in another place.

THE AMERICAN MISSIONARY, New York, is the organ of the American Missionary Association, and is devoted to the interests of missions and schools among the Freedmen and abroad. It contains valuable reading-matter, and all for one dollar per year.

APPLETON'S JOURNAL, New York, is devoted to literature, science, and art. Its weekly contributions are from the pens of our best writers and scholars. Its serials are charming, and its current events are ably edited and selected. This journal has a wide circulation among those who read the best English.

THE INDEPENDENT has a world-wide circulation, and justly merits increasing popularity. Its editorials are fresh, strong, courageous. It defends the truth manfully, fights error boldly and successfully. As a mirror of the age it is accurate and comprehensive. It is not narrow nor sectarian, and it invites the free and full discussion of all matters of vital interest to society.

THE SCIENTIFIC AMERICAN is a well-established journal, exclusively devoted to the advancement of science and art. Mechanics, artists, scientific men, scholars, and general readers will find this weekly a valuable gain to their reading tables. See advertisement on another page.

We never open a number of the LIVING AGE without feeling a sense of gratitude to the publishers for furnishing so much standard reading at so reasonable a price. Published weekly by Littell & Gay, Boston, at $8.00 per annum. See Club-list.

INCIDENTS OF THE GREAT FIRE.—Send, by mail, fifty cents to Alfred L. Sewell, Publisher, Chicago, Ill., and receive, post-paid, a copy of his cloth-bound book of Incidents of the Great Chicago Fire.

THE CHRISTIAN UNION is a live, christian, literary, family paper, with brains and common sense combined. Mrs. Stowe writes for it through the year. See our Club-list.

WOOD'S HOUSEHOLD MAGAZINE, Newburg, New York, $1.00 per year, makes its appearance for January well laden with good reading.

GOOD HEALTH, for December, has an article on Toys as Teachers, which is worth the attention of teachers and parents. Published by Alexander Moore, Boston.

THE NEW YORK WEEKLY WITNESS, $1.00 per year, is a well made up paper of wholesome and interesting reading.

TEACHER'S BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 1. Educated at Farmington Normal School. Has taught two years in an Intermediate School. Best of references. Desires an Intermediate School, with pay of at least $11 per week.

No. 2. Has had ten years of successful experience in Public Schools East and West. Desires a situation in a graded school. Would take a mixed school.

No. 3. Graduate at Farmington Normal School. Desires situation as assistant in an Academy or Seminary, where some time may be found for the study of Greek, Latin, and higher Mathematics.

No. 4. Graduate of New Hampton Institute. Has had ten years' experience. Desires a permanent position in Seminary, Academy, or Boarding School. Can teach Latin, Greek, and Modern Languages, and also Drawing. Desires no remuneration unless giving satisfaction. Best of references.

GENTLEMEN.

No. 2. Can teach Modern and Ancient Languages, Mathematics, and Natural Sciences. Has had experience as Principal of an Academy. Desires a situation in an Academy or High School. Prefers West or South.

No. 3. Is open to an engagement after April 1. Would prefer a Grammar School, with an opportunity to teach Vocal Music and Latin.

CLUBBING WITH MAGAZINES.

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ENGLISH COMPOSITION.

At the late meeting of the Educational Association in Portland, Mr. Corthell, of Calais, speaking upon the topic, "Teaching the English Language," very clearly brought out one of the greatest and most common obstacles in the way of success. Said this speaker, "I was not asked to write a composition until about sixteen years old. Before this time I had read enough of Gibbon, and various other masters, to attain such a development of critical power as to cause me to experience such disappointment at the result of my own efforts at composition as I have never been able to overcome, and to make the exercise, to this day, distasteful and discouraging."

This experience is by no means uncommon. In all the arts, surest and most rapid results are attained when the development of the critical and the executive power go on together, lending each other mutual aid. The correct use of our mother tongue is an art, and it is vain to hope, by the use of means different from those necessary to the accomplishment of the best results in other arts,

to attain excellence in this. The work is a work of years, and no one kind of exercise, no spasmodic efforts, however good in themselves, will suffice for its accomplishment. The exercises must be varied in character to suit the needs of various ages and degrees of development, and they should cover the entire period of school life.

The course of training in this art naturally divides into two parts, elementary and advanced; and in each of these there is need for both oral and written exercises. They must at first, of course, be entirely oral.

Careful attention should be paid to modes of expression. This work should be begun at home, and most vigilantly followed up by the teacher. The speech used by our people is a national disgrace. It is said that in Shakspeare's time the separation between the English of common life and the English of literature, now so wide, had not taken place. To a large portion of our people our best literature is sealed, because their own habitual speech is so far removed from the language found in this. There is no surer evidence of culture than the habitual use of correct forms and of the best words, and there is no surer way for improving the quality of our thoughts than giving the best possible expression to those we have. The child can as easily learn the correct, as the incorrect, use of language. No labor of the teacher will yield better or surer results than this training in oral expression, and neglect of duty in this respect is criminal. If no error, whether in choice or in form of words, be allowed to pass uncorrected, faults will rapidly disappear.

Topical recitation is another most excellent mode of training in the use of the mother tongue. The wonder is, when we consider the manner in which fragments of knowledge are jerked out of pupils of all ages, by the usual running fire of question and answer, that they have so much power of consecutive thought and connected dicourse as they have. It is an error to suppose that this style of recitation is appropriate only to advanced pupils. I know that it can be successfully used in the primary school.

All who know anything of children know that the "open

sesame" to the child's heart is a story. It does not seem to be so well known that children are natural story-tellers as well as story-hearers. One of the pleasantest and most profitable exercises in a primary school is the recital, in the pupils own words, of stories read or heard. The little folks are delighted with this exercise, any *live* teacher will share their delight. The rapid advancement which is thus made in the command of language is often surprising.

The practice of writing should be begun early, and the pupil should not be long in learning the art. I know a little girl, seven years old, who, a few months since, learned in five weeks to write a good hand, much better than that written by most adults. Yet in most cases children are not fitted for writing exercises of any kind until long after they should be able to write a letter neatly and rapidly. When "composition" *is* introduced to the pupil, the fiend presents so fearful an aspect, he is armed with such hoofs and horns, as well-nigh to frighten the poor victim out of his wits. One difficulty at a time, and that thoroughly mastered, is the short, and sure, and easy way.

When the pupil has learned to form the various letters and to combine them into words, he should be exercised in copying sentences. It is the object of this exercise to teach capitalizing, spacing, spelling, punctuation, in short, the correct *form* of the sentence. The knowledge thus acquired will be tested next by writing sentences from dictation. When this exercise is correctly performed, and only then, should the next exercise, writing original sentences, be ventured upon. One mode of conducting this exercise, which I have seen used with eminent success, is to have the pupil incorporate the words of the spelling lesson into sentences.

The paragraph is the next division of written composition. It has, like the sentence, a unity of its own. Hence the pupil has to learn the correct form of the paragraph, and in a similar way: first, by copying short stories and descriptions which naturally take the form of the paragraph; second, by writing similar stories or descriptions read or heard; third, by writing, according to analyses previously prepared, short compositions on subjects assigned. It is altogether best that these analyses be previously worked up,

by teacher and pupil together, in conversational lessons. At any rate, the teacher should not prove himself an Egyptian task-master by a sort of spiritual descent, forcing his poor Hebrew to make bricks without straw.

This course of exercises takes us on by easy gradation to advanced or higher composition. Throughout this part of the course, as before, there should be the most careful and constant attention to forms of expression, as regards both grammar and rhetoric. Composing in connection with the various studies pursued, both by topical recitation and in writing, should be used much more than now as a means of training in the use of language. Transposing from poetry to prose is a useful exercise, and one very easily attended to by the teacher. If the pupil be studying a foreign language, the exercise of translation may be made a useful one; but it must be by rendering the author into something else than the wonderful speech which I used to hear the bigger boys put into the mouths of Cicero and Virgil,—a speech in which the words did not sound like Latin, but in which the sentences were certainly not any English ever spoken among men.

One of the evils of our time is too much talk. We need more compactness of expression. A very useful exercise is that of condensing,—expressing the sense of a paragraph in the fewest possible words. The related exercises of amplifying and paraphrasing have their use; but these are not so much needed.

The pupil who has, by careful drill in so much of the course thus far indicated as his circumstances allow, learned to express himself easily and naturally, will not find systematic essay writing a difficult task. The exercises now to be indicated may, in some cases, come at an earlier period, in connection with exercises previously mentioned.

Systems of grammar are possible only when the languages of which they treat have developed into a regular form. Systems of logic are derived from the careful study of argumentative discourse. Analysis must precede synthesis. The most natural introduction to the task of drawing up analyses will be found to be practice in analyzing specimens of literature, under the careful

guidance of the teacher. This exercise, not at all the analysis of sentences, but the tracing of the logical successions and relations of thought, should fill a large space in school work. The transition to the work of drawing up original analyses of subjects to be written upon, will be found an easy one, and then writing compositions from these analyses, previously prepared, will be a work no longer formidable.

All of these exercises, with the exception of one, I have known to be successfully used. In regard to that I cannot report results. To accomplish satisfactory results, the exercise in composition should be a daily one.

The points of this hastily written paper may be presented thus:

COURSE OF EXERCISES IN ENGLISH COMPOSITION.

Elementary:

Careful attention to modes of expression; topical recitation; recital of stories, etc., read or heard.

Copying sentences; writing sentences from dictation; writing original sentences; copying paragraphs (short stories, etc.); writing stories or descriptions, read or heard; writing short compositions on subjects assigned, by analysis.

Higher.—Careful attention to forms of expression as to grammar and rhetoric; composing in connection with various studies pursued; transposing from poetry to prose; translating; condensing, amplifying, paraphrasing; analyzing specimens of literature; drawing up analyses of subjects to be written upon; writing compositions from analyses previously prepared. C. C. R.

THE Russian alphabet has thirty-six letters. Many of them are like the Greek letters. The Greek delta is the Russian D; P expresses R; lamda is the tumbled over Λ; B expresses V; N turned over (N) is E; G is the Greek gamma, or Yankee L turned over thus, ⅂. A Greek scholar can read and pronounce almost every word on the signs in St. Petersburg.

WHAT THE COMMON SCHOOL SHOULD TEACH.

BY C. B. STETSON.*

It is the business of the common school to teach what will be of use to the boys and girls in their after life. The usefulness of the things taught should be beyond reasonable question. Of two useful things the preference should always be given to the more directly useful, and useful to the larger number. Common wants and common sense should determine the course of study for common schools.

To-day our common-school course of study is, in nearly all particulars, just what it was fifty-one years ago, when the District of Maine became a State. There is an attempt, indeed, to teach more of the same things, an attempt not always successful. That is about the whole difference between the present course of study and the course of fifty years ago.

One word, literally, describes the present course of study. It has no direct industrial bearing. Were an inhabitant of another planet to visit our public schools, noting carefully the education there given, he would never guess, from anything he heard or saw in the school-room, that it was expected any of the pupils, when they grew to be men and women, would labor with their hands. He would never guess that an acre of land was cultivated, or a loaf of bread baked, or a ship or steam engine built, or a yard of cloth woven in the State of Maine. Its common school recognizes not one of the leading industries to which the great majority of our boys and girls must give both mind and muscle in their after life. Think you that this is the way they educate the boys and girls in Mars?

Yet this literary education of the common school, sadly imperfect though it be, has been worth to the people many times more than its cost. Had the course of study, however, been made what it might and should have been made, when the State was organized, *not all literary, but half industrial*, there is good reason for believing

*A paper read at the Maine State Teachers' Association, at Portland, Nov. 23, 1871.

that the population and wealth of the State would exceed, the former by hundreds of thousands, the latter by hundreds of millions, the figures of to-day. Education and public welfare are mother and child. Whatever is put into the education of the children and youth comes out in the State. So all history affirms.

Looking, in this light, at the census returns of our own State for 1860 and 1870, what an unpleasant educational story they tell! Especially should the returns of 1870 make every public man in the State of Maine, yes, every private citizen blush with shame. Consider the great natural advantages which were ours at the organization of the State fifty-one years ago; consider the great natural advantages which are manifestly ours to-day; consider what industrial education has done for some other countries during the life of our State; and then consider the little progress we have made during the last twenty-five years, the very period when we ought to have advanced the most rapidly. By the fruit of fifty years the common school of our State can now be judged. According to that judgment the fruit is not satisfactory,—good, indeed, but not good enough. It is clear we might have had vastly more for our money; it is equally clear more money might have been profitably expended.

But what of the future? For it is with the future of the present generation of boys and girls that the common school of to-day is concerned. Whatever education that future urgently demands, the common school should give and without stint. Education is not for the dead or dying, nor yet for those just beginning to live, but for men and women who have the affairs of the world in their charge. Forecasting the future, as every intelligent educator must, since he works for the future, one sees plainly that a vastly better education is needed by the present generation of boys and girls than was needed by the boys and girls fifty years ago; and one sees plainly a daily growing need that this education should be half industrial. Sadly defective as was the people's education of fifty years ago, much more defective is the people's education of to-day.

Why? Because the times have radically changed, and the common school has not changed with them. Living in Maine to-day

is quite a different thing from what it was fifty years ago. This difference doth increase constantly. Muscle counts for much less, and brain for much more than it did. Few, indeed, realize how great an economical revolution has been wrought among us within the last half century, making it harder and harder for the ignorant, unskilled workman to compete in the labor market.

Not more than every tenth farm is as productive as it was fifty or thirty years ago, thanks to the unskilled agriculture of our fathers and ourselves. The coming generation of farmers in this State will succeed to a lean inheritance, which only knowledge and muscle, not muscle alone, can and must make to blossom and bear better even than it did when the land was new to cultivation. A farm in Maine is no longer a good place for a fool. Fools must migrate to more fertile regions or starve. Yet the soil is good enough, if only the farmers had such an education as the common school can and should give. Because of ignorance much of the most productive land within the settled limits has never been cultivated. With the restoration of the worn-out land by fertilizing it with brains, that, too, is to be brought into service.

Again; our mechanical industries, which, fifty or thirty years ago, were so few and so rude, have become exceedingly varied in character, and demand, for their most successful prosecution, a high degree of intelligence and skill on the part of the workmen. Statistics show that in the prosecution of these industries skilled labor is worth two and three fold more than ignorant labor, or brawn without brain. This demand for skilled mechanical labor in the State of Maine must increase for years to come. If the common school fails to do its duty in the future as it fails now, this demand will never be met, and the workmen, doing poor work, must put up with poor wages. It is not enough, as Cardinal Wiseman has so clearly shown, that there be intelligent supervision, that the artist and artisan work under the same roof; they must be united in the same person. It lies almost wholly with the common school to effect this union.

Again; the competition which labor of all kinds in the State of Maine must meet to-day, is sharper, by a vast deal, than was the

competition of fifty or thirty years ago. Then the competition was local; now it is continental and often earth-wide. The railroad, the steamboat, and telegraph have made neighbors of the whole world. How few realize what a vast revolution, industrial, economical, is the result of this. It is not enough now for the farmer who lives on one side of a town to manage his affairs only as well as the farmer who lives on the opposite side; it is not enough now for the artisan who lives at one end of a street to do his work only as well as the artisan who lives at the other end. The product of every farm and of every workshop in the State must go upon a market, where the competition of the whole world makes itself felt now, and will make itself felt more and more in the future. Only skilled labor, which is always and everywhere cheap labor, judged by its products, can meet successfully this competition.

These three things, agriculture, mechanical industries, transportation, make it manifest that, during the last fifty years, the times have undergone a great change in the State of Maine, and that the education imparted by the common school should undergo an equally great change; should be made half literary and half industrial, with the best of instruction in all things. The revolution cannot come one day too soon.

But what particular things, to proceed to detail, should the common school teach?

1. Language.

With the utmost care the common school should teach the use of words, the chief vehicle of thought—speaking, reading, writing. Much more attention than now should be given to the actual speaking of our mother tongue with correctness and elegance. What bunglers in speech are heard on every side! To this the common school can put an end. The reading ought to be both vocal and silent. The vocal part, which should be easy, conversational, intelligible, without dramatic flourish, adapted, not to the stage, but to the fireside, can be mainly acquired by ten or twelve, and after that should take a subordinate place; but silent reading, of which little or no account is now made, should be a conspicuous feature

of the whole common-school course. By silent reading, a taste for reading good books, without which the ability to read is of little worth, can be very generally developed. For this purpose there should be, under the direction of the teacher, systematic reading of a small, carefully graded library, such as ought to be found in every common school. To-day a large proportion of the community do not read books at all—even books that bear directly upon their every-day life. They have no faith in book lore. But of those who do read, it is not probable that one person out of ten reads a book once a year which has any real strength of fibre, any power to elevate or adorn. The common school can, in a great measure, put an end to this. Penmanship, plain and rapid, that and nothing more, can be easily taught to children by the time they are seven or eight. The spelling of no more than 6,000 or 8,000 words, and those in common use, should be attempted, instead of the 20,000 or 30,000 found in the present spelling-books, the greater part of which are never written, and therefore never spelled out of school, by the great multitude of men and women. The writing of letters and business papers should be thoroughly taught, and may be so taught to the large majority of boys and girls by the time they are twelve or fourteen. Seldom is anything like this now done. As for technical grammar, that should not be taken until twelve or fourteen years, and one hundred pages of an ordinary text-book are quite enough. So much for language in the common school.

2. Mathematics.

As for arithmetic there should be just enough for ordinary business, and no more. Of geometry those problems should be taught and those only, that lie at the basis of industrial drawing, that have direct practical bearing upon mechanical pursuits and navigation. In the shore towns navigation should be taught, and everywhere the mathematics of draught, of locomotion, and road-building.

3. Industrial Drawing.

No one study in the common school should receive more attention than industrial drawing. It is of service to all, but touches

more directly the carpenter, machinist, millwright, bridge-builder, tinsmith, boiler-worker, cloth-manufacturer, ship-builder, sail-maker, stone-cutter, masons, carvers, designers of all kinds,—of furniture, of table-ware, of carpets, of paper-hangings. No workman, without a knowledge of its fundamental principles, can follow the drawing which is placed in his hands, but must be directed in all things. Result: unskilled labor and low wages. And this is seen wherever you look in the State of Maine. With properly educated workmen ships, for example, could be built in this State for a quarter less than at present. Now the common school, beginning its instruction with the youngest pupils in free drawing to train the hand and eye and to develop the inventive faculty, then giving the pupils of the grammar school age one or two years of practice with instruments in linear work and orthographic projection, should, as it can, teach all those fundamental principles which underlie industrial drawing. Only enough of special applications, in the form of working drawings perhaps, need be given to illustrate the varied bearings of the principles, just as in teaching arithmetic illustrative applications of its principles to different kinds of business are given, without an attempt to make specialists. This much of industrial drawing should at once be put into the common school; it is needed by boys and girls alike, to the latter of whom it would, in many ways, be of direct, practical service, opening new avenues for employment. Upon this the high school, which can hardly be ranked as a common school, so few attend it, should make a considerable advance. Even if we overlook its practical bearings, the discipline and mental recreation which it would afford, makes a strong appeal for drawing in the common school, to say nothing of the higher artistic taste it would tend to develop.

4. Geography.

Instead of the 20,000 or 30,000 dry, isolated, lifeless facts of the present text-books in geography, which we vainly attempt to cram into the heads of the boys and girls, 1,000 or 2,000 unforgetably learned, would meet all ordinary requirements in this direction.

To these add a few of the general laws of nature and stop short, as you would before a precipice. For all else depend upon the newspaper and books of travel.

5. Natural Science.

Self-preservation demands that physiology, so far as to make known to all the general characteristics of the house they live in and the general laws of life and health, should be taught in the common school. The people of Maine would live longer and do more, nor would they pay, as now, to quack doctors and for patent medicines enough to build ten miles of railroad yearly. Then the common school should teach the elements of chemistry, with practical applications to the preparation of food, to cheese and butter making, to ventilation and heating of houses, to drainage of land (and nearly the whole State needs to be underdrained), and to the general management of soils. Chemistry, the most wonderful of all the natural sciences, is also the most practical. No one should be ignorant of its general principles and applications. Botany, which deals with the forms of plants and with the laws of their growth, that most delightful of all studies for children, and exceedingly serviceable to all who cultivate farm or garden, should also find an early place in the common-school curriculum. Something of animal physiology, teaching how to take care of animals and making known their good points, that the farmer may know whether he has a horse worth a hundred or a thousand dollars, should he be admitted to the common school, yes, thrust into it. Instruction should, also, on the practical score, be given in what is termed natural philosophy.

Now, with these natural sciences, the grievous mistake must not be made which *has* been made with arithmetic, grammar, and geography. There must be no attempt to teach them exhaustively. Only enough to ground the pupils well in the elements should be attempted. This much should be most accurately and thoroughly taught, which cannot indeed be done in one or two terms, but need not consume years. No study should run through the whole common-school life as hitherto arithmetic has. No more than this

elementary instruction in the natural sciences will make the young men and women stick to the farm, because it will put brain into their work and make it more pleasant and profitable.

6. Economics—Government—History.

The common school should give the older pupils some intelligent instruction in economics. The people should understand the laws which regulate the production and distribution of wealth, of which they are now almost universally ignorant. The common school should also help the voter to a clear comprehension of the government under which he lives and votes. Thousands of voters in our State will never read either of the constitutions under which they live, if they do not read them in school. Some, also, of the useful lessons of history, not merely its dry facts, should find a place in the common school. These should be learned rather through the general reading of which mention has been made, and not by memorizing the text-book. Nor should the historical studies of the pupils be confined to the United States, as is usually the case, for that makes them narrow, bigoted, and they leave school believing there is nothing worthy of consideration beyond the limits of their own country. We need to have some of the tall feathers plucked out of our caps, and not more stuck in.

7. Music.

If that which affords the greatest amount of happiness to the greatest number is the most useful thing, according to Jeremy Bentham, then music must be ranked as exceedingly useful, and should be taught in the common school. It sweetens social life, and it sweetens school life, promoting and not retarding the progress of the pupils in their other studies. As a mental discipline, music, when properly taught, is of the utmost value. Ninety and nine out of a hundred, instruction beginning at an early age, can learn to sing. Further, music can be taught not only in the city, but in the country school.

8. Morals.

Last to be named, but not least, is moral instruction, excluding dogmatic theology. Though required by the laws of the State, this is now very generally neglected. A place, however, should be found on every programme for this instruction, which should be given, somewhat by precept, but mainly by example and illustration. The training of the moral sense can no more be left to chance than the training of the mathematical sense. There is a demand for men and women who dare not lie, dare not steal, dare not cheat, dare not be cowards.

This is the course of common-school study imperatively demanded by the times. Not an item should be subtracted, but additions made rather. Upon this let the high school build, with the two faces it ought to have, one turned towards the great body of the people and their common educational wants, the other turned towards the college and the special wants of those seeking a higher education, whether literary or technical. With this universal education at the bottom, an education not of the Dryasdust school, but full of life and stimulus, the higher education will go higher and spread wider. The love of knowledge strengthens with its acquisition. Our colleges have not enough students devoted to letters, while Orono boasts of less than 50 students when she ought to have 1000 for Maine to compare favorably, in industrial education, with some other portions of the world. Start this industrial education in the common school and the industrial schools of Orono and Bowdoin will soon be flooded with agricultural and technical students.

Various objections will be raised against this course of study for the common school.

1. There are those who will say it is the main business of the common school to form, not to inform; to make men, not men of business. What is practical, therefore, is not to be specially considered. Answer: It is the business of the common school, both to form and to inform, to make both men and men of business. Just as good discipline can be got from the study of what is useful, as

from the study of what is useless. To declare otherwise is to libel the Creator. Therefore what is practical is to be first considered.

2. There are those who will say that the great majority of men and women are to be "hewers of wood and drawers of water," and therefore need no such education as outlined. Answer: Not one boy or girl in fifty attending the public schools will lead a life whose labor may not be greatly lightened and made much more profitable by such an education. Skill and good returns make all the difference between drudgery and work. It is the former that men hate, not the latter.

3. There are those who will say that time cannot be had for instruction in all the things which have been enumerated. Answer: Much time can be saved by cutting the present studies down to a proper standard. Then much more can be taught to children under twelve years of age than is now generally supposed. At least three-quarters of their time is now wasted for the lack of a sufficient variety in their studies, and for the lack of things adapted to their intellectual requirements. Drawing and natural science will remedy both defects. Much time can also be saved by better methods of teaching and study. Finally, if time enough cannot be thus secured, the school term must be lengthened, while the boys and girls must not be permitted to leave school at so early an ageas now.

4. There are those who will say, that, of the sciences which bear on the leading pursuits of the State, not enough can be taught to do any good. If true, this is a fatal objection. Answer: Each lesson will impart something, that, considered by itself alone, will be of direct, practical service. This elementary knowledge of natural science, says that most thorough of thorough scholars, John Stuart Mill, is of exceeding worth to all men; and he further declares, with Archbishop Whately, that it is not to be denounced as superficial knowledge, for it is accurate, thorough, so far as it goes. Again, it is always the first steps in any study which are the most difficult. No one would think of trusting all men to learn to read without instruction, nor to learn the multiplication table, no, not even to learn to write their own names. Nor should the learning of aught else of value be thus left to chance. Most men, the com-

mon school having once started them in drawing and natural science, will go on by themselves, if their business require that they should. If, however, the school has not thus grounded them in the first principles and simpler applications, not one in twenty will ever make a beginning by himself. Hence it becomes of vital importance that the common school should teach the elements of all knowledge required by the people as a body.

5. There are those who will say that the number of recitations in schools having but one teacher will be altogether unmanageable. Answer: Studies are to be finished sometime. All the studies need not be attended to each term, nor even each day. And teachers and S. S. committees must learn how to classify ungraded schools properly. With all the enumerated studies, there need not be above two-thirds of the present daily recitations.

6. There are those who will say that suitable teachers cannot be had. Answer: Make the demand and see. The schools will not be so hard to teach as now. Indeed, because of the pleasant and profitable studies the average attendance of pupils will increase twenty-five per cent.

7. There are those who will say that the State cannot afford to pay what it will cost to give such a common-school education. Answer: *The State cannot afford not to do it.* Not to do it will be a grave political blunder, and a robbery of the children, who have an inherent right to the best education their parents and the State can give. "Educate or perish," said Lyman Beecher.

Education in Iceland.—The educational condition of Iceland is somewhat anomalous. It would be difficult to find on the island a boy or girl of ten years of age, who is not able to read well; yet, for 70,000 inhabitants of Iceland there are only two primary schools and one high school. Nevertheless, primary education is in a manner compulsory, marriage being prohibited unless the bride is able to read. This law, however, seldom or never needs to be enforced, for the good reason that there are no delinquents.

As a rule, mothers teach their children to read as early as their

third or fourth year. The primary rules of arithmetic are almost as generally known as letters. Nearly all the men, and the majority of the women, are also able to write. The thirst for knowledge for its own sake is universal, reading and study forming the chief recreation of the people during the long winter evenings; but there is a serious lack of the practical in the studies pursued. History, genealogies, theology, and even philology are studied by the commonest peasants, while chemistry and the other practical sciences are all but unknown. The result is their learning does not raise them in the least above the rude and primitive style of living inherited from the earliest ages.

THE DOLLAR MARK.—In the Merchant's Magazine are published several statements as to the origin of the dollar ($) mark. A correspondent of the New Orleans Commercial Times, publishes the following from a correspondent, and expresses the opinion that it is the most likely to solve the difficulty. Here it is. "I have observed in the several prints lately, some amusing attempts to make a mystery out of a very simple matter. I mean the dollar mark or prefix. One paragraph derives it from an abbreviation of a representation of the pillars of Hercules, which are supposed to be represented upon the Spanish dollar. Another makes it an abbreviation of the U. S. The true derivation of it is the figure 8. The Spaniards, from whom we derive the dollar, counts by reals—as the French do by francs. A real is in value 12½ cents, or one eighth part of a dollar. Any one who has read Gil Blas or Don Quixotte will recollect the "pieces of eight" which is frequently used by the authors of these works. This term, then, means nothing more than a dollar, or eight reals. When, therefore, the dollar became generally used, the figure 8 was prefixed to express dollars, and in the process of time the 8 has been changed to the present mark. It is asserted, but I know not whether correctly or not, that Gen. Hamilton first used this mark, soon after the adoption of our currency of dollars and cents. However this may be, the figure 8 is, no doubt, the original of the mark, and the derivation I have given above, the correct one.

NORMAL INSTRUCTION.

Our need and our lack of teachers trained for effective work becomes more apparent every year, and the normal problem presses more and more urgently for solution. The subject of graded normal schools was prominently before the National Teachers' Association at its session in Cleveland, in 1870, and again at St. Louis, in 1871. From the National Teacher for Dec. 1871, we take the following article by Hon. E. E. White, its editor, and formally State School Commissioner of Ohio. In our intercourse with educators of the West and North-west we have found opinion strongly in favor of the establishment of primary normal schools. In the discussions of the National Association at Cleveland and St. Louis, the editor of this number of the *Journal of Education* felt it his duty to defend the opposite view, and it is with especial pleasure that he lays before the readers of the *Journal* a presentation of the subject so entirely in accord with his own, and from so eminent an authority as Mr. White. The normal institutes alluded to have been held in Ohio for years, with the best results. Can we do anything in Maine in this direction? C. C. R.

THE NORMAL PROBLEM.

It has long been apparent to all thoughtful friends of the American school system, that it cannot attain needed efficiency so long as the great majority of teachers bring no special preparation to their work, and there is now cheering evidence that the necessity of such preparation is receiving public recognition. Whatever else may be done, if the qualifications of teachers are not improved by normal training, the instruction of our schools can never be made rational and efficient. We cannot depend upon experience, for American teachers, as a class, do not remain in the profession, if such it may be called, more than four years, and it is believed that full one-half do not teach more than four terms. This fact increases the necessity of special preparation. These young teachers must be instructed in their important duties before assuming them, and they must receive constant help while they remain in the business.

But how can this be done? This is the most vital question involved in the improvement of American schools. It is plain that State normal schools of a high grade will alone meet the demands of those who intend to make teaching a life profession; they need thorough and systematic normal instruction and training. For the present, at least, it seems idle to expect that all, or even a majority, of American teachers will attend normal schools of high grade. Hence there is a demand for a class of normal schools of a more elementary character, placed within easy reach of non-professional teachers, and adapted to their circumstances and needs. What should be the character of these elementary normal schools? How should they be organized and supported? Illinois has answered these questions by initiating a system of county normal schools, to supplement her two liberally endowed State normal universities; and in Supt. Kissell's forthcoming report, it is recommended that the State of Iowa be divided into a few normal districts, and that a *primary* normal school be established in each. The fear that a system of county or district normal schools of a primary grade will defeat the higher normal schools, so imperatively needed by the profession, causes us to hesitate in accepting either of these plans.

It strikes us that it would be better to organize several State normal schools with two courses of training, one for primary teachers, and then meet the wants of more temporary teachers by a thorough system of normal institutes, with courses of instruction and training continuing from six to twelve weeks. It is taken for granted the public schools and other academic institutions may be depended upon to teach the elementary branches, and that the chief attention of these normal institutes may be given to normal instruction and training, with such a full review of the common branches as may be necessary to elucidate proper methods of teaching them. The State should be divided into normal institute districts, two or more counties being united for this purpose, and the sessions being held alternately in the several counties. At first these districts would necessarily be large, since there are but few teachers prepared to fill the position of a normal instructor, and, besides, the demand for normal training is not now great enough to sustain many such

institutes. We should hope to see, eventually, a normal institute held annually in every county. These normal institutes should aim to prepare teachers for the country schools and for the lowest departments of graded schools, and, certainly, the normal training thus provided, with such valuable help as the county teachers' institute may furnish annually, would much improve the qualifications and efficiency of the great body of our teachers.

It is conceded that practical difficulties beset the organization of such a normal system, but we think we see how they may all be overcome. One important advantage of the system is its *cheapness.* The greater part of the expense would be incurred in the establishment and support of the few normal schools proper. Rooms for the normal institutes would be furnished by public schools, colleges, and other institutions, and a small sum would supply the apparatus and other appliances needed.

Only a small corps of instructors for each institute would be required. The essential thing is, that the State earnestly undertakes the work.

THE COMMON SCHOOL.—Henry Ward Beecher says: "I believe in colleges and academies, and select and high schools, but I would rather see them perish than the common school perish. I would fain have the common school made so strong and so good, so large, so luminous, so full of marrow of good things, that they who dwell in the neighborhood of it, no matter how rich they may be, cannot afford to send their children anywhere else. Make that which you do for the common people better than that which can be done by select classes in a community for themselves. Make such provision for the education of the commonest common people that the richest uncommon people will come suppliantly and ask for their children the privileges of participating in the advantages of the common school. And keep it common. Bring everybody to it, and let them there learn each other's brotherhood—and thus society, beginning and passing through the common school, will form sympathetic association which will no more be forgotten by men than the wide-spreading branches of a tree forget the roots from which all their magnificence draws sustenance."

THE ORAL AND THE TEXT-BOOK METHOD.

BY W. T. HARRIS.

WHAT is the difference between the oral and so-called text-book method, and what are the merits and defects of each?

In the former, the oral method, the teacher is the general source of information; in the latter, or text-book method, the pupil is sent to the book for information. In neither of these methods is a cramming of the memory with mere words considered to be good teaching, and yet it may happen under a poor teacher, whether the oral or text-book method is used.

The excellence of the oral method should be its freedom from stiffness and pedantry, and its drawing out the pupil to self-activity in a natural man. Its abuse happens when, in the hands of a poor teacher, the subject is presented in a confused manner, or scientific precision is lost by using too familiar language, or by too much pouring into the pupil without enough exercising the pupil by making him do the reciting and explaining.

The excellence of the text-book method consists in getting the pupil to work instead of working for him; in teaching him how to study for himself, and to overcome difficulties by himself, instead of solving them for him. Unless the teacher knows this, and directs all his efforts to achieve this end, very great abuses creep in. Thus it may happen that the teacher requires the pupil merely to memorize the words of the book, and does not insist upon any clear understanding of it. Indolent teachers lean upon the text-book, and neglect to perform their own part in the recitation.

But in the hands of the good teacher the text-book is a powerful instrument to secure industry, precision, accuracy, and self-help on the part of the pupil. In conducting a recitation, the teacher should—

1st. See that its main point is brought out, explained, and illustrated again and again by the different pupils, each using his own language, and the using of the language of the book discouraged, in so far as it tends to verbation or parrot-like recitations.

2d. The teacher should himself criticise and call upon his pupils to criticise the defects in the statements made by each pupil, so that they shall acquire a habit of alertness in noticing inaccuracy as well as lack of exhaustiveness in definition, whether in oral statements or in the text-book itself.

3d. The lesson should, in all cases, be brought home to the pupil's own experience, and his own observation and reflection made to verify the statements of the books.

4th. Every recitation should connect the lesson of to-day to the lessons already recited, and the questions awakened in to-day's lesson should be skillfully managed to arouse interest in the subject of to-morrow's lesson.

5th. The good teacher always notes by the recitation of a pupil what are his habits of study, and the recitation is the place where bad habits are pointed out, and the true method of study shown and illustrated.

I think all will agree with me in pronouncing the recitation conducted in the manner here described effective in securing the ends for which you have established the rules and regulations governing the teachers in the public schools. I have now to point out an additional regulation, which, if adopted by your honorable body, will, I think, lead to the correction of some of the abuses more or less prevalent among the teachers of the schools. I refer to the practice of some of our teachers of using the text-book during the recitation as a source of information from which to draw a supply for their own use on the occasion, thus making up for their own lack of preparation. From this practice results the greater bulk of the evils complained of by intelligent parents, who find their children becoming mere cramming machines, instead of intelligent investigators. That the teacher should know at least as much of the lesson as the pupil, does not need statement. Why, then, should the teacher have recourse to the text while the pupil is debarred from it? In consideration of the evils arising from this source, I respectfully suggest the adoption of a regulation prohibiting to the teacher the use of the text-book in the recitation whenever the pupil is expected to recite without the book; and that the teacher be recom-

mended to use a syllabus of topics or questions, either written or printed, in the conduct of such recitations.—*From the recent Special Report to the School Board of St. Louis.*

REMARKS ON AMERICAN SYSTEMS OF PUBLIC INSTRUCTION.

BY REV. DR. RYERSON, CHIEF SUPT. OF EDUCATION FOR ONTARIO.

TAKEN as a whole, I do not think, from my best observations and inquiries, that there is any country in the world in whose cities and towns (except Leipsic in Saxony) the systems of education are so complete and efficient as in the neighboring States, especially in Boston, Providence, New York, Philadelphia, &c. . . . Nothing but a personal visit and inspection can convey an adequate idea of the comprehensiveness, completeness, and even, in some instances, grandeur of the establishments and systems of education in the cities, and in not a few towns of our American neighbors. . . .

There is another educational feature common to all the neighboring States, and worthy of the highest respect and admiration: it is the recognition of the right of every citizen to the means of a good education, and the obligations of the State to provide for it. This is an article in the constitution of several of the States, and is recognized by a liberal provision in setting apart the proceeds of sales of one-sixth or one-seventh of their public lands to form a school-fund for educational purposes. This has been followed up by school laws, framed in the same spirit, and with the same design; very large sums of money have been raised and expended, and a net-work of schools has been spread over the land.

But here, in most of the States, the work has begun to halt, and the patriotic objects of its projectors have been disappointed. The State has acknowledged, and endeavored to redeem, its obligation to provide an education for every child; but it has not provided that every child should qualify himself by such an education for right of the child to be educated. It has made universal suffrage

citizenship. It has placed the right of the parent or guardian, and of the employer or master, to perpetuate ignorance, above the the lever to lift the masses to universal education and intelligence, in the absence of the requisite educational power to move that lever. Nor is there any adequate provision to secure the operations of a school in a single neighborhood, much less to secure properly qualified teachers where schools are established. The result is, that when you leave the cities and large towns, and go into the rural parts of the State—the peculiar field of a national school law and system—you will there find that our American neighbors are not so successful in their public-school economy, and accomplish results very far below and short of the State appropriations they make, and the machinery they employ, for the sound education of all the people. [After quoting certain statistics of illiterary, such as most readers of the *Journal* are familiar with, Dr. Ryerson proceeds to state]

THE CAUSES OF FAILURE IN AMERICAN COUNTRY SCHOOLS.

Such an imperfect state and deficiency of sound education could hardly be otherwise, where the schools are kept open from four to six months in the year by boys and girls from sixteen to twenty years of age, themselves poorly educated, and when so large a number of children of school age do not attend school at all, as shown by official statistics. . . .

The inference from these facts is, that there may be a magnificent school system, and a vast and even universal machinery of schools, and yet numbers of youth not educated at all, and of those who attend the schools, many learn very little, and that very imperfectly. . . . The subject is too extensive for discussion; but I will indicate two or three causes which have been impressed upon my own mind.

1. The *first* is a *deficiency in the qualifications of teachers.* There cannot be a good school without a good teacher. There must, then, be provision against the employment of ill-qualified teachers, and for securing good ones. In the neighboring States there is no State standard of a teacher's qualifications, though, in one instance,

there is a State board; there is no State programme for the examination of teachers; in most instances, the boards of examiners for teachers are not only local, but are elected by county or township universal suffrage, and each local board thus chosen fixes its own standard, and makes its own conditions and regulations for the licensing of teachers. . . .

2. The *second* cause of this deficiency in the country common schools of our American neighbors, appears to me to be, the *temporary employment and insufficient remuneration of teachers.* This is indeed the chief cause of the "low grade of teachers," and the still lower grade of the schools. In both Ohio and Pennsylvania, more than one-half of the country schools are kept open only four months of the year, and this is the case in many country parts of New York. The teachers are employed there, not as in their cities and towns, and with us generally throughout the whole Province, by the year, but *by the month.* Their wages are only for the months that the schools are kept open. . . . Now whatever may be the liberality of the Legislature, and the framework of the school system, and the patriotic aspirations and efforts of great numbers of citizens, in such a system of temporarily employing and perpetually changing teachers, there can be no material improvement in either qualifications of teachers, or the efficiency of the schools, or the education of the country youth; but the lamentation in the annual Report of State Commissioners and Superintendents will, in my opinion, be the next ten years what they have been the last ten years.

[Dr. Ryerson goes on to state that by pursuing a different policy in Ontario, the average length of the school year, throughout the Province, has been increased to more than ten months, and that a large proportion of the country schools will compare favorably, in style and fittings of school-houses, and efficiency of teaching, with the schools in cities and towns.]

3. A *third* and fruitful cause of inefficiency in the American systems of popular education, appears to me to be the *mode of appointing the administrators of their school systems, and their tenure of office.* In all the neighboring States, the mode of appointing their

State superintendents has been by popular universal suffrage vote,* and for a period not exceeding three years, and in some instances not exceeding two years; in the election of their county or town superintendents, the same system has been pursued. In looking at the school history of these States for the last twenty years, there are very few instances of any one of these highest educational officers continuing in office more than three years at a time. . . .

It is utterly impossible to found, mature, and develop a system of public instruction, when no one placed at the head of the system has time or opportunity to establish and bring into effective operation any one branch of it. School legislation, therefore, with our American neighbors, is as unsettled now as it was at the beginning of the last twenty years and more; it has been undergoing successive modifications; and their schools (except in cities and towns), are less improved than their country in every other respect. They seem to forget that the *representative* functions of government, the power to exercise which is based upon popular election, relate chiefly to the *making* of laws, and the *imposition of taxes;* but that the *administration* of law should be free from the influences of popular passion, and is based on immutable maxims of justice and patriotism. . . .

4. In the *fourth* place, I think the progress and efficiency of the common schools in the neighboring States are also much impeded by *the absence of anything like a uniform series of text-books*, the great evils of the endless variety of which are graphically portrayed and earnestly lamented in their school reports, but for the removal of which no remedy is provided.—*From Report on Popular Education.*

I would rather occupy the bleakest nook of the mountain that towers above us, with the wild wolf and the rattlesnake for my nearest neighbors, with a village school, well kept at the bottom of the hill, than dwell in a paradise of fertility, if I must bring up my children in a lazy, pampered, self-sufficient ignorance.—*Hon. Edward Everett.*

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* This has never been the case in Maine.

NOTE TO TEACHERS OF ENGLISH GRAMMAR.

If the multiplication of grammars could clear up what has been called the "grammatical muddle," it would have been cleared up long ago; but it does seem as if with every fresh issue from the press, the confusion becomes worse confounded. Hobbes somewhere says, in speaking of the multiplication of error by multiplying words which are not the symbols of ideas lying clear in the writer's mind, "without learning, it is impossible to be either excellently wise, or excellently foolish." The useless lore of the makers of English grammars can alone account for their excellency of foolishness. As the result of a careful examination of very many American grammars, it may be stated that not one of the authors in twenty-five of these, shows any fitness for writing upon the subject at all. They show no acquaintance whatever with the German or Anglo-Saxon, or early English. English grammar can be understood only by going back to the earlier and kindred forms. "The study of English cannot be pursued with success, upon the basis of the modern forms of the language, as is evidenced by the unsatisfactory results reached by the best school-master grammarians." * What a disgrace to American and English scholarship that Maetzner's, said to be the most scientific English grammar ever written, remains in the German *untranslated*, and that we have in English no scientific grammar of the language.

But it is useless to wait for the grammar-makers to help us. We must help ourselves by studying the earlier forms of the language, and my object in this writing was not to "run a muck" among the grammarians, but to call the attention of teachers to two books, easily obtained, which deserve to be bought and studied. The mastery of twenty pages of either of these works will be worth more to any intelligent teacher than the ability to repeat Gould Brown's grammar of English grammars forward, backward, and sideways.

"Hand-book of Anglo-Saxon and Early English, by Prof. H. Carson, of Cornell University, published by Holt & Williams, New

* Prof. Corson.

York." This is an elegant volume of 572 pages, 327 pages consisting of selections from Anglo-Saxon and early English, the rest of the volume being made up of an Anglo-Saxon grammar, notes, glossary, etc. The volume commences with the Anglo-Saxon version of John's Gospel complete, and passing through a wide range of the richest of this earlier literature, appropriately closes with selections from Wickliff's version of the Bible (accompanied by the Latin of the Vulgate) from Chaucer and Gower. A work which does such honor to editor and publisher, should meet with a hearty reception from the students of our noble mother tongue.

Morris's "Specimens of Early English." This is a volume of the excellent Clarendon press series of MacMillan & Co., London and New York, and is made up of selections from the chief English authors, from A. D. 1250, to A. D. 1400. These selections are preceded by a grammatical introduction, and accompanied by full notes and glossary.

Any intelligent and industrious teacher can easily read these books, and every line mastered gives new strength in dealing with the forms and constructions of our modern English. At every step the student is watching the growth of the language as it passes from its former state of fully inflected forms to its present uninflected state, and it may be added, that, at every step he also sees the theories of the grammarians, fine-spun and false, go down before the stern logic of facts. C. C. R.

USE THE BLACKBOARD.—Blackboards are fashionable. Every one praises them, and every school has them; but how often do they not serve to darken the walls, to cast a gloom upon the school, instead of light upon the understanding of the scholars. No teacher now dares question their utility; but how many teachers prove their utility by daily use? To how many are they a constant necessity, not an occasional convenience? What a contrast there is between the master ensconced behind an open book, prosing over the words of another, and the live teacher, full of his subject, relying upon his own resources, and rousing his class by the power of

blackboard illustration! With the one is dull monotony; with the other, the earnest face—the skillful hand—the hasty diagram is isometrical perspective—the suggestive outline which the mind must fill up—the witty invention which leaves no grade of ability beyond its reach.

Every teacher ought to be compelled to teach something without a text-book, for his own sake—for the sake of his own habits of instruction. Nothing else will keep him from becoming a passive hearer of recitations—the very opposite of the earnest teacher.—*Educational Monthly.*

Effect of Good Reading.—A correspondent of the New York *Observer* says: "The pleasure of listening to a good reader was never better illustrated than by a little ten-year old girl of our acquaintance, a few sabbaths ago. The circumstances of the household were such as to render it necessary for her to be sent alone to church. That day the theme of the discourse was the Heavenly City. It was distinctly and beautifully read, and when the child returned home, she said: 'Father, did you ever read the twenty-first chapter of Revelation, in the Bible?' 'Certainly,' was the reply. 'But did you ever read it aloud to us here at home?' 'I think so,' he answered. 'Well, father, I don't think you ever did; for Mr. F., the minister, read it in church to-day, and it was just as if he had taken a pencil and paper, and pictured it right out before us."

Names of the Days of the Week.—The remains of the religion of the ancient people of Great Britain are seen in the names of the week. These people were Scandinavians, who carried into Britain with them their arms, their deities and their religious rites. The Anglo Saxon superstition came from their progenitors, the Danes and Norwegians, and Northern mythology was once the established religion of Great Britain. The names of the days of the week were called after the deities of this Northern worship. Sunday is the day of the Sun; Monday of the Moon; Tuesday of

Teucer, the god of hunting and archery; Wednesday the day of Woden, the god of war; Thursday the day of Thor, the god of thunder; Friday the day of Friga, the god of love and marriage; Saturday the day of Satur, the god of fruits.

WARS OF THE CENTURY.—Turning over the annals of the seventy years which have elapsed since the advent of the 19th century, we are met with the fact that war has existed almost continually in some one of the civilized nations of the earth. Thus, a statistician states that England alone has waged forty-nine wars since 1800. Of these, there have been three with France, two with Russia, five with China, two with Denmark, two with Holland, two with Turkey, two with Burmah, two with Persia, one with the United States, one with Prussia, one with Spain, one with Sweden, one with Portugal, and one with Egypt; the others were mostly waged in India, New Zealand, and Abyssinia. During the same time, France has engaged in thirty-seven wars, viz.: four with Austria, three with Russia, three with Prussia (including the present war), three with England, four with the Arab tribes, two each with Mexico, China, Spain, Holland, and Turkey, and one each with Portugal, Hayti, Switzerland, Denmark, Sweden, Algiers, Morocco, Paraguay, Japan, and the Roman Republic. Russia shows a list of twenty-one wars, Austria twelve, and Prussia seven. All these wars were waged by the leading powers of the Old World, and do not include the many revolutionary movements suppressed at an immense expenditure of blood and treasure. Among the half-civilized and barbaric inhabitants of Asia and Africa war has been waged without cessation, albeit the victims of this terrible scourge have been far less in number than among more civilized peoples. On this continent the dread evil has been quite as often felt. In Mexico and South America there have been a constant succession of wars, while our own country has been "deluged with fraternal blood," and has been almost incessantly engaged in wars with the Indian tribes. With the human race, therefore, a state of war seems to be the rule, and a state of peace the exception When, if ever, will these conditions be reversed?

RESIDENT EDITOR'S DEPARTMENT.

TEACHING SPELLING.

SOME of the Western Educational Journals have recently been discussing the merits of the different methods of teaching spelling, now most commonly in use. There has been manifested, by several writers, a want of confidence in some of these methods, and especially in those where spelling-books, so called, and oral spelling are discarded. We sympathize, most fully, with those writers, for we are satisfied that most of the teaching at the present day, in this branch, is a departure from the best course. And we are by no means alone in this opinion; for there has been a growing dissatisfaction with the results of spelling, as taught quite generally in our schools. Formerly, spelling was entirely oral, and from spelling-books. Many now discard spelling-books and have all spelling exercises written. We have no hesitation in saying that the change from one extreme to the other, was unfortunate. The results achieved do not recommend the method when used exclusively. We believe the two methods, oral and written, must be combined, and that more prominence must be given to the former with young pupils, while the latter should receive more attention from pupils further advanced. The orthography of a word must be associated with its pronounced sound, and the earlier this habit is acquired by the young learner, the easier it will be for that pupil to have correct associations formed in regard to the spelling. We believe in spelling-books, for the reason that by the arrangement and classification of words as there found, we can facilitate the formation of the habits above spoken of; and also show the few rules by which the orthography of our language is governed. The practice of assigning a portion of the reading lesson for a spelling exercise is not a good one for children. The argument, usually adduced in its favor, that in such connection pupils see and understand the meaning of the words, at the same time they learn to spell them, is not a correct one; for children do not, until a latter stage in their education, form such habits to any considerable extent. Lessons thus assigned are not usually studied as carefully as those in a spelling-book. All teachers will acknowledge that this is almost universally the case. The most probable explanation of this is to be found in the well-known fact that every word in a spelling-book lesson is usually spelled. The pupil expects that such will be the case, and makes no calculations on the probability that he may be called upon to spell one word rather than another. While in a reading-lesson, assigned as a spelling lesson, many of the words are not spelled, and the pupil knows and calculates upon such a fact. The certainty, in the expectation of the pupil, that every word will be spelled, is the only thing that will secure on his part a thorough preparation of the lesson.

Will not some of our readers give us the results of their experience in teaching spelling?

THE EMINENT DEAD OF 1871.

MANY distinguished persons have passed from earth during the year just closed; and in that list there are many well known in the field of education, literature, and science. We recall the names of Sir Roderick Murchison, of London, a distinguished scientific man; aged 80. John F. Herschel, of London, the distinguished astronomer, and son of Sir William Herschel, also eminent in the same branch, aged 80. George Grote, of London, the historian, aged 77. Auber, the composer, in Paris, aged 80. Thalberg, composer and pianist, in London, aged 59. George Ticknor, of Boston, one of the best scholars of the age, aged 80. Sidney E. Moore, the veteran editor and author of a geography, in New York. Hervey T. Tuckerman, and the sisters, Alice and Phebe Cary, well-known writers. O. C. Baker, Bishop of the Methodist Episcopal Church, and long a successful teacher at Newbury Seminary, Vermont. Samuel H. Taylor, Principal of Phillips Academy, Andover, Mass.; and Joseph Libby, master of the Portland High School fifty years ago. To this list many more well-known names might be added.

MERITED DISTINCTION.—The well-known Groton Junction, on the great thoroughfare of the Northern Lines to Boston, has ceased to be. With a large and increasing population, proud as well as prosperous, its citizens in mass meeting assembled, have voted to change the name of their town to "AYER"—after one of the best known men in America, Dr. J. C. AYER, of Lowell—and the Legislature of Massachusetts has enacted that decision into law. We commend their choice, for not only is the name short and distinctive but Dr. AYER's Medicines have made it gratefully known to the ends of the earth. Probably no living man has carried relief to such countless multitudes of the sick as he, and this high honor, from his neighbors, tells the estimation in which he is held by those who know him.—*Bristol Times.*

IN NEW DRESS.—Several of our exchanges come to us in new dress. The Old *Massachusetts Teacher* is completely transformed. The *Pennsylvania School Journal* appears in new type; the *Ohio Educational Monthly and National Teacher* have a very attractive new exterior, and the *Connecticut School Journal* is enlarged by a much wider page, and is printed on tinted paper.

Our readers will find the advertisement of the Western Normal School in the present number. A notice of the Eastern School will also be found in another place. Those teachers who cannot attend such schools should encourage others to go.

"SHOOT FOLLY AS IT FLIES," and stop using preparations on your head which are composed of *poisons.* USE NATURE'S HAIR RESTORATIVE, which by its cleanliness, fragrance, and purity commends itself. See advertisement.

Dartmouth College has 400 students in all its departments.

EDUCATIONAL INTELLIGENCE.

MAINE.—*Eastern State Normal School.*—Though seventy-five per cent of the large number of pupils attending this school during the fall term are now teaching, the supply has not been equal to the demand. The urgent calls that continually come from the rural districts in the city graded schools, offering from $5 per week to $50 per month for female teachers, indicates a growing appreciation of the value of good teaching.

During the present term a model class of young pupils has been organized. This class is taught by the student, under the direction of their teachers, and is proving to be a valuable auxiliary in the line of practical work.

The spring term will commence March 7, 1872. P.

Three graduates of the Eastern Normal school have recently been called to positions in the Lewiston city schools.

The house of representatives returns but one professional teacher in its biography, Thos. N. Lord, graduate of the Eastern Normal school. He is doing good on the educational committee.

The legislature has, under consideration, an appropriation of $20,000 to build a house for the Eastern Normal school. Plans for a commodious building have been approved by the board.

Western State Normal School.—The graduating exercises at this school took place about three weeks before the regular close of the term, as all the members of the class, seven in number, were engaged to commence teaching in Calais, Jan. 3. The exercises of the class, as we learn from the *Chronicle*, were as follows:

1. Salutatory, Miss Anna E. Paddack, Fairfield.
2. Teaching Exercise with Class from Model School, Miss Etta Kilbreth, Livermore Falls.
3. Essay—There's life alone in duty done, there's rest alone in striving. Miss Florence E. Hamlin, New Sharon.
4. Teaching Exercise with Class from Model School, Miss Susan J. DeLano, Canton.
5. Essay—The resources of Maine, Mr. U. Proctor, Eustis.
6. Teaching Exercises with Class from Model School, Miss Myra A. Whitney, Farmington.
7. Essay—Fashionable Education, Miss Dora M. Norton, Farmington.
8. Valedictory—Miss Etta Kilbreth, Livermore Falls.

Miss Paddack's salutatory was happily conceived and appropriately rendered every word being clearly enunciated. Miss Kilbreth's teaching exercise in numbers, given to a class of small pupils from the Model School, is worthy of especial note. Miss Hamlin's essay contained many excellent ideas, and was well written. Labor and duty are the sum of life. If neglected there is no commendation,—no rest where there is no striving. Miss DeLano's exercise in teaching composition was well conducted. Mr. Proctor's essay upon the "Resources of Maine," was a plea for the development of our natural facilities for manufacturing, and in this, coupled with intelligent operatives, lay the strength and future of the old Pine Tree State. The teaching exercise in drawing by Miss Myra Whitney, exhibited, in many respects, superior ability.

Miss Norton's essay should, to our mind, receive the first place in the after noon's exercises. The valedictory, by Miss Kilbreth, was well expressed, and very prettily rendered.

Mr. Rounds addressed the class briefly, delineating the school history of each individual. He did not recollect an instance where duty had been unperformed or neglected by any member of the class. Hon. Warren Johnson, State Superintendent, awarded the diplomas, accompanied by appropriate remarks. Remarks were also made by Mr. R. Woodbury, teacher in the school, Rev. S. Allen, Mr. A. H. Abbott, and Dr. Savrey. In the evening a pleasant levee was held at Normal Hall, apparently enjoyed by all present in the fullest degree.

The Hon. Hannibal Belcher, of Farmington, Maine, have erected in that town for "The Willows" (a young ladies' boarding-school conducted by his daughter), a fine building costing some $30,000. It occupies a conspicuous site, and the school itself is in a flourishing condition. With this, and the long established and far-famed Little Blue School for boys, the Western State Normal School, and the very successful private school of the Misses May, Farmington, has become an important educational center.

Zion's Herald well says, Kent's Hill Seminary has deservedly ranked first among institutions of that class in our Church; perhaps it is second to no other in the efficient aid it has rendered young men in obtaining an education. It is seldom that a Seminary is favored with such a faithful and efficient principal as Dr. Torrey, who, for so many years, has been connected with this school. The present term opens with the largest attendance they ever had at a winter term, which is an indication of prosperity that must be very gratifying to all its friends.

Mr. E. P. Payson, and Misses Flora B. Coolidge and Louisa T. Babb, have been appointed assistant teachers in the Portland High School. Miss Evans, of Lovell, has been appointed teacher in the North Grammar School, in the same city.

The *Portland Press* recommends the Legislature to do something to encourage evening schools, and to make cities and towns pay the expenses of the same.

G. C. Emery, Principal of High School, Auburn, has been elected Principal of the High School at Grand Rapids, Michigan, at a salary of $1600. He will probably be succeeded by the assistant, Mr. Kingsbury Bachelder. Mr. Gay is to succeed Mr. Bachelder as assistant.

It is stated that the Classical School located at Hallowell has nearly secured the sum of $50,000 as a permanent fund, and it is hoped that the school may be opened in the spring. Considerable numbers are waiting, in different parts of the State, to enter. It contemplates the education of both sexes.

A bill has been introduced into the legislature to encourage the establishment of Free High Schools. Compulsory education is, we are glad to see, also receiving earnest attention.

Lieut. Jas. P. Sawyer, has been detailed as Professor of Military Science and Tactics, at Bowdoin College.

The Board of County Supervisors were in session the latter part of last month; but we have not seen a full account of their proceedings.

The twelfth new school-house in Waterford is just being finished; that town has averaged one a year for twelve years.

Stanley Plummer, Esq., Supervisor for Penobscot county, has resigned.

A free course of "University Lectures," open to the public, with seats reserved for ladies, has been organized in connection with the University of the City of New York.

Hon. Stephen Salisbury, of Worcester, has given $10,000 to the Worcester Free Institute to establish a Graduates' Aid Fund.

The permanent endowment fund of the Yale Law School has been increased by the gift of $5,000 from a citizen of New Haven.

Fifty years ago, E. S. Snell, the first man to enter Amherst College was admitted, and he is Professor of Natural Philosophy there to-day.

The authorities of Harvard Law School have felt compelled to say No, to the plucky young lady who applied for admission to that institution.

BOOK TABLE.

THE WONDERS OF VEGETATION. From the French of Marion. New York: Charles Scribner & Co. Portland: Loring, Short & Harmon.

This is another volume of the new and improved Series of the Illustrated Library of Wonders. It is printed on tinted paper and beautifully illustrated. As the subject would seem to imply, it is a very fascinating book.

A BOY'S TRAVELS ROUND THE WORLD. Edited by Samuel Smiles. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The editor's son, at the age of sixteen, was sent to Australia for his health. After remaining there awhile, he took the Pacific route to this country, and hence home to England. The story is well told and, all boys should read it.

AESTHETICS, OR THE SCIENCE OF BEAUTY. By John Bascom. New York: Woolworth, Ainsworth & Co.

It is refreshing to see a text-book in this branch of education—a branch sorely neglected. Prof. Bascom has given us, in sixteen lectures, a good outline of the Science of Aesthetics, and the teachers will find that it meets a want long felt.

PHYSIOLOGY OF THE SOUL AND INSTINCT, AS DISTINGUISHED FROM MATERIALISM. By Martyn Paine. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The author of this work is well known for his *Institutes of Medicine*. In this large volume, he has given a very full and elaborate discussion of the subject named in the title. It is the result of much investigation and thought, and deals heavy blows against the blatant materialism of these times.

BORDER REMINISCENCES. By Randolph B. Marcy, of the United States Army. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

No class of writers furnish more racy sketches than well-educated, good-natured military men. Gen. Marcy has given us here a very readable book—one that will do more than five doctors toward keeping off the dyspepsia.

A COMPENDIOUS GRAMMAR OF THE GREEK LANGUAGE. By Alpheus Crosby. New York: Woolworth, Ainsworth & Co.

A few months since we noticed the new edition of the larger grammar of Prof. Crosby. We have here the best part of that work in a very clear and attractive style, in a moderately sized volume. It is, we think, sufficient for preparatory, and even for college, work.

FIRESIDE SCIENCE. By James R. Nichols. New York: Hurd & Houghton. Portland: Loring, Short & Harmon.

The author of this work is editor of the Boston Journal of Chemistry, and is also a chemist and agriculturist of considerable reputation. In the essays contained in this volume he has treated, in a popular manner, many subjects connected with every-day life. The article on what to use for water pipes, is worth the price of the volume. But there are, also, many other interesting chapters.

READING WITHOUT TEARS. By the author of "Peep of Day." New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This is a pleasant mode of beginning to read. Beginning with the alphabet, it has a series of progressive lessons, well illustrated, that will make the little folks feel a pleasure in their onward march through the elements that oftentimes are so irksome to them.

LIFE AND TIMES OF JOHN WESLEY. By Rev. L. Tyerman; in three volumes. Vol. I. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The founder of the Methodists has here met with an honest and faithful biographer, who has performed his work with great satisfaction to the reading public. He has spared no pains in gathering the materials for his work, and has so combined them as to make an exceedingly interesting book, and has, as we think, given a true picture of the life and labors of Mr. Wesley down to the age of forty-four years. We shall look with interest for the succeeding volumes.

THE AMERICAN BARON. By James DeMille. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This story, which has been read with great interest as it has come out in monthly installments, is now issued in paper covers, and in cloth, fully illustrated. It is a very readable book.

CHARACTER. By Samuel Smiles. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The author of Self-help, and several other works well known, has given us in this volume a most excellent work for the formation of character. He writes like a man in earnest, and treats his subject in an able manner. The contents of the volume are: Influence of Character; Home power; Compan-

ionship; Example; Work; Courage; Self-control; Duty; Truthfulness; Temper; Manner; Companionship of Books; Companionship in Marriage; Discipline of Experience.

SCHOOLS AND SCHOOLMASTERS. From the writings of Charles Dickens. Edited by T. J. Chapman. New York: A. S. Barnes & Co.

Mr. Dickens, in his writings, is not very complimentary to schoolmasters. He gives us caricatures rather than characters; but they may be true for the localities for which he wrote. The editor of this book has selected sketches of Dotheboy's Hall, the school at Dr. Blimber's, the school at Salem House, and the school at Dr. Strong's. It is a very convenient form for the laughable pictures by the great novelist.

HALL'S JOURNAL OF HEALTH, for February, has come to hand. We have missed it since last October, and have thought every month we would write to have it sent, but if they will send it now we will consider they do the right thing, and tell the people that every month it contains timely and valuable matter, in most readable style, that will surely save them money if not health and life.

THE WORK AND PLAY ANNUAL OF HOME AMUSEMENTS AND SOCIAL SPORTS, just published by Milton Bradley & Co., Springfield, Mass., offers more real social pleasure and entertainment than anything before published for so little money. There are 60 pages, with colored paper cover, and beautifully engraved plate for outside, containing about one hundred and fifty games, acting charades, illustrated rebuses, riddles, geometrical puzzles, etc., compiled from WORK AND PLAY for 1870 and 1871. Price, 15 cents.

THE SCHOOL FESTIVAL. This beautiful little Quarterly Magazine, devoted to new and sparkling matter for School Exhibitions and public days, is received for January. No teacher or pupil should be without it. It costs only fifty cents a year; single copy, fifteen cents. Write for it, to ADFRED L. SEWELL, Publisher, Chicago, Ill. Send your subscriptions now, and you will not regret it.

THE EDUCATIONAL YEAR BOOK FOR 1872 will be published by A. S. Barnes & Co., New York, February 10th, and will be a book which every teacher ought to have.

The National Normal, published in Cincinnati, and advertised in our present number, is a wide-awake, original journal for teachers, which we commend to the notice of teachers.

BLADE-O-GRASS, by the author of Joshua Marvel, is a well-written illustrated story, in paper covers, published by the Harpers.

OLD AND NEW, for January, which was not received before the issue of our last number, makes a good beginning for the new year. Teachers and many others will be interested in the article on Harvard College.

THE CHRISTMAS LOCKET, a holiday number of Old and New, was a very elegant and generous present from the editors and publishers.

TEACHER'S BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

LADIES.

No. 1. Has had nine years' experience in public schools; the last four in one Grammar School. Desires a Grammar School or situation as assistant in High School. Can teach French, Latin, and Higher English.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parenthesis being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary* (*$12.00*).

$8.50. *Littell's Living Age* (*$8.00*). *Lippincott's Pronouncing Dictionary of the World, bound in Sheep* (*$10.00*).

$8.00. *Contemporary Review* (*$7.50*).

$5.50. *Webster's National Pictorial Dictionary* (*$5.00*). *The Nation* (*$5.00*), *Every Saturday* (*$5.00*).

$5.00. *Eclectic Magazine* (*$5.00*).

$4.83. *The Appletons' Journal* (*$4.00*).

$4.75. *Atlantic Monthly* (*$4.00*), *Harpers' New Monthly* (*$4.00*), *Harpers' Weekly* (*$4.00*). *Ladies' Bazaar* (*4.00*), or *Frank Leslie's Illustrated Newspaper* (*4.00*).

$4.50. *The American Naturalist* (*$4.00*), *Old and New* (*$4.00*), *Lippincott's Magazine* (*$4.00*).

$4.00. *Godey's Lady's Book* (*$3.00*), *The Scientific American* (*$3.00*), or *New York Independent* (*$3.00*), *and large and fine portraits of Grant & Colfax, which are sold at the stores for $4 00. St. Paul* (*$3.50*).

$3.75. *The Christian Union* (*$3.00*) *edited by Henry Ward Beecher, and also two beautiful Chromos, "Wide Awake" and "Fast Asleep," sold heretofore at $10.*

$3.50. *Phrenological Journal and Packard's Monthly* (*$3.00*), *Demorest's Monthly Magazine* (*$3.00*), *The Advance* (*$2.50*), *Good Words* (*$2.75*), *Sunday Magazine* (*$2.75*).

$3.40. *Good Words for the Young* (*$2.50*).

$3.25. *Oliver Optic's Magazine* (*$2.50*) *weekly or monthly.*

$3.00. *Our Young Folks* (*$2.00*), *Peterson's Ladies' Magazine* (*$2.00*), *Riverside Echo* (*$1.50*), *Portland Transcript* (*$2.00*), *Hall's Journal of Health* (*$2.00*), *Ladies' Friend* (*$2.00*).

$2.80. *Arthur's Home Magazine* (*$2.00*), *Good Health* (*$2.00*), or *Herald of Health* (*$2.00*).

$2.50. *The Manufacturer and Builder* (*$1.50*), *National Sabbath School Teacher* (*$1.50*), *Demorest's Young America* (*$1.50*), or *The Nursery* (*$1.50*).

$2.40. *Arthur's Children's Hour* (*$1.50*).

$2.25. *The Little Corporal* (*$1.00*).

$2.00. *Wood's Household Magazine* (*$1.00*), or *The Little Chief* (*$1.00*).

$1.85. *The Young People's Helper* (*.50*).

$1.80. *The School Festival* (*.50*).

Western State Normal School,

FARMINGTON, ME.

The Spring Term will commence on

TUESDAY, FEB. 18,

and close on

FRIDAY, JUNE 28.

Tuition free to those preparing themselves to teach in the public Schools of Maine. A part of the books free; others supplied at reduced rates.

In addition to the instruction of the Faculty of the School, Prof. J. D. Taylor, Professor of Oratory in Bowdoin College, will give a course of lessons in Elocution, and J. B. Severy, M. D., will give a course of lectures in Anatomy and Physiology. A course of lectures is expected from Mr. C. B. Stetson, Supervisor of Androscoggin County, and a course of Scientific lectures, fully illustrated, from Mr. A. H. Abbott, Supervisor of Franklin County.

For further particulars or for catalogues, address

Hon. WARREN JOHNSON, Augusta, or,

The Principal, C. C. ROUNDS, Farmington.

THE MAINE

JOURNAL OF EDUCATION.

EDWARD S. MORRIS, Editor for March.

Vol. VI. MARCH, 1872. No. 3.

GENERAL EDUCATION.

THERE is a great tendency at the present day to take the utilitarian view of education. Parents demand that their children shall be taught particularly those branches that will enable them the better to acquire money and to transact a particular kind of business. If the teacher takes a broader view of education and suggests a particular course of study, he is met with the statement, "my boy is not going to college, or is not going to study a profession, and therefore this will be of no use." If the pupil aspires only to be a "hewer of wood and drawer of water" in after life, this in some degree will be true. In some Asiatic countries the youth finds an insurmountable barrier between him and any higher position than the one into which he is born. Stern law and inexorable custom prohibit any rise. However gifted by nature, or improved by culture, the born mechanic and laborer must so live and die. Any and all the grades above are entirely out of his reach, therefore there seems to be no great inducement for such a one to travel outside of a narrow path.

Mental training, even strengthens the body and renders one capable of enduring greater fatigue and hardship, and of performing more bodily labor. The common sailor, whose education consists in the knowledge of the common practical duties of those of his class, can perform his labor to the satisfaction of master and owner. He can splice a rope, steer his trick, and, in hundreds of other things, is more dextrous, even, than his captain; but when cast away and called to endure hunger, thirst, fatigue, and cold, the strong and muscular man always gives out before his educated master. A few years since, Lieutenant Strain, of the U. S. A., with a picked body of men, explored the Isthmus of Panama, and, although frail himself, he completely wore out his uneducated men. Dr. Kane, a diseased, consumptive man, could wear out his men in the exposure of the arctic climate. The same fact was observed in the last war. Certain regiments or parts of regiments from this State, were largely composed of young lumbermen, used to out-door life, strong and muscular, and in possession of perfect health. Of these men great things were expected, but in almost every instance they did not come up to the expectations. They looked down with disdain upon other bodies, composed largely of college students, city boys, clerks, etc., and as far as appearance went, the lumbermen had the best of it. "They looked every inch a man," and certainly they measured a great many inches, reckoned by long or cubic measure. The two classes of men were subjected to the same drill, the same duty was required of them, the same marching and countermarching, but with far different results. I have no statistics to show the comparative loss by disease of the two classes, but I find an article furnished by a writer in an old Illinois Teacher which is to the point. In the regiment to which the writer was attached there were two companies (E & F) of stalwart farmers, corresponding to the lumbermen, and two companies (G & I) of educated men. Note the result: "The two companies of boys,—companies G and I,—numbering respectively 91 and 84, lost by disease in two years and six months, Co. G, 5 men, and Co. I, 6. Companies E and F, numbering 90 and 100, lost 27 and 30 respectively. In other words, Co. G lost 5 and $\frac{6}{10}$ per cent, Co. I 7 per cent, and Cos.

E and F 30 per cent of their men by disease. Another noticeable thing was that there were always fewer of the boys in the hospitals. The same fact was observed in other regiments.

How is this very marked difference to be accounted for? We believe in a great degree by the influence of education. Education gives spirit, and resources against the depressing influences of camp life. The city boys knew better about food, and how to take care of themselves, and were not so given to gormandizing and patronizing the sutlers. The men from the country, relying on their strength, took but little care of themselves, followed the impulse of appetite, and yielded to discouragement and home-sickness, and died. They had no resources within themselves. The same thing was true of the officers: the cultivated and educated endured more and suffered less than the uneducated. If we were going to select a regiment of men for daring service, for enduring labor and withstanding disease, we should select, if possible, college students, or educated men."

It is very different with the American boy from what it is with the boy in the old countries. There "society runs in fixed social and pecuniary grooves," and the profession or employment of the infant can be selected for him while in the cradle. His life profession is chosen for him by others; he cannot well change it, and must submit and do the best he can. Not so here. Boys do not necessarily follow the father's business, or even the business or profession that the father would select for them. They change their occupation with as great facility as they can choose it, for a special ability frequently shows itself at a later stage of boyhood, or is developed in early manhood under different circumstances, while early promises of ability in any particular direction are often fallacious. How absurd to make the American boy's education consist of the things he is to practise when grown up, while it is so uncertain what those things will be.

A writer in a *Phrenological Journal* says: "Education does not so much create faculty as it trains and invigorates it. It is to the mind what the grindstone is to the ax, giving it sharpness, not necessarily adding quality. A little more than this, it is true, when

we apply it to the culture of the mind; the process of thinking and study has a tendency to work out the dross, thereby refining it, like hammering iron on the anvil; but the training of the mind, of which we have heard so much by educationists, is that to which we now allude. It is not so much that the mind by exercise gains facility of action through habit, as that it learns the law of its own action. It finds out its own natural channel, and, like the river, wears it wider, deeper, and straighter as it may have occasion, while the untrained mind is like a river emptied out on an unmarked prairie, having no channel sought out or adapted to its use, and thus left to spread and wander and stagnate. Education has an effect upon the mind analogous to that of the training of a horse to work in harness. When first put to service, the horse may be strong, but the collar feels strange to his neck, and often chafes it. He is strong, but knows not how to use his strength to advantage; but by habit his muscles become more vigorous and harmonious in their action, until at the end of twelve months, without in reality being a pound heavier, or any stronger, he can move a load with ease which at first would have been impossible for him to start."

To be learned is one thing, to be educated quite another. Teachers are necessary to teach us, we must educate ourselves. Everybody may learn, but it is the educated man alone who thinks, and makes manifest his thought the world over. A painter can paint a good picture, but an artist only can give shape to an original idea. One may be a skillful player, and manipulate the key-board with astonishing power, while he cannot originate a single musical idea. In the words of another: "An educated man is able to draw an original conclusion from whatever facts he observes. With him, learning is the *tool*, but not the object. He does not depend upon the opinions or written statements of another, but is, in himself, judge and author at the same time. *The learned man says what he knows* (having *learned* it), *but the educated man knows what he says* (having arrived at correct conclusions through the processes of *thought*). . . . It is the original thought, the original logic, the original conclusions that we respect. Whatever is imitated, copied, photographed, or repeated, is neither art, science, wisdom, or edu-

cation. Let the boys *learn* less, and *comprehend* more, and we shall have fewer dolts and more men! We want the work in its finished state, not the tools merely."

HOW TO INTEREST PUPILS.

EVERY teacher of experience knows, that in order to *instruct* pupils, they must first *interest* them. Interest being awakened, attention is secured, and instruction received and heeded.

Let us enter, for a moment, a school-room where interest prevails, and mark the results. The pupils are absorbed in their studies, and merely glance up as we enter. The teacher is hearing a class recite. Every eye is upon him as he proceeds with the recitation. Every ear is open to catch his explanations. Animation and life are diffused through the entire recitation. The teacher seems to exert magical influence over his class, and, in the language of another, "though you were to give them shining fragments broken off from the sun, you could scarcely break the spell by which he holds his class."

These results *can* and *ought* to be secured in every school. To secure them, however, plans must be laid, new methods invented, and much labor performed by the teacher. I will give a few directions and methods which may be of use to teachers generally.

1. Be interested yourself, not only in the scholar's lessons, but in the scholars themselves, in their sports, their games, and in all their little pleasures; thus you will gain their *love*, which, when once gained, will aid you materially in carrying out your plans.

2. Be clear and explicit in all your explanations; as scholars cannot be interested in what they do not understand.

3. Conduct recitations with *life* and *spirit;* as nothing kills the interest quicker than dull dragging recitations.

4. Seek variety, not by going over too much ground, but by presenting the same subject in different ways.

5. Introduce *writing* into all the classes. Have the grammar class write sentences, lists of nouns, pronouns, etc. Have the

arithmetic class analyze problems, and practice the different kinds of business papers. Have the geography class write their lessons in the form of tables, and write descriptions of the different countries, States, etc. Have the reading classes write upon the blackboard the most difficult words in their lessons, and define the same. Have the spelling classes write words and sentences from dictation.

6. Have frequent *concert* exercises, such as reading, giving vowel sounds, repeating Roman letters, etc.

7. Introduce *drawing* into the school; if your pupils are not able to purchase drawing-books, purchase one yourself, copy the exercises upon the blackboard, give directions, and let pupils copy upon paper.

8. Give the little ones frequent *object lessons*, as these are always interesting to children. I would advise every *primary* teacher to purchase a little book called "Object Lessons," or "Things Taught," published by Wilson, Hinkle & Co., Cincinnati, Ohio. This book contains many valuable exercises and suggestions, and costs but little. No primary teacher should be without it.

9. In order to make the written exercises more interesting, I would suggest that a small box be nailed against the wall and marked "Post-office." Have an opening in the top large enough to slip a letter through. Have the pupils fold their exercises in the form of letters, put them in envelopes (of their own manufacture), direct, and put in the office. Appoint one scholar to act as postmaster. Have the scholars write letters one to another, each letter, however, to contain a question taken from one of the text-books used in the school. Have the scholar who receives the letter answer the same, and the question which it contains, within a given time, or pay a fine.

It is my opinion that if the methods which I have named, or others of the same character, were introduced more generally into our schools, that the schools would increase in interest, and the pupils in knowledge, much more rapidly than they now do, and teachers would rarely be troubled with pupils being absent from school.

ELIZA H. MORTON.

VENTILATION OF SCHOOL HOUSES.

It is really astonishing how much ignorance or thoughtlessness there is amongst teachers even at this late day, about properly ventilating their school-rooms. It would seem that enough had been written and said about this subject, yet if the readers of this magazine will officiate as visiting committee and visit our schools in the winter season, they will learn the rule, and not the exception, is, bad air in the school-room. The construction of the room is faulty, in a majority of instances, but the fact is apparent that teachers do not *practically believe* in ventilation, and do not do the best they can to have good air in the room. To show the bad effects of want of ventilation, I quote from *Mayhew's Universal Education* a short article:

"Both irritability of the nervous system and dullness of the intellect are unquestionably *the direct and necessary result of a want of pure air.* The vital energies of the pupils are thus prostrated, and they become not only restless and *indisposed to study*, but absolutely *incapable of studying.* Their minds hence wander, and they unavoidably seek relief in mischievous and disorderly conduct. This doubly provokes the already exasperated teacher, who, from a like cause, is in the same irritable condition of both body and mind. And what is more natural under such circumstances, than to resort to the use of the rod."

Now, brother teacher, when your school gets very noisy some afternoon, when you have had a good fire and warm room all day, try this experiment: Set every scholar marching around the room, or turn them out of doors for five minutes, then open every window, and when you call them back and you close the windows again, they will be quiet and go to work. Why? Because they have taken a new lease of life. City teachers are familiar with this, but many of our common country schools suffer more than can be calculated from the want of pure air, of which such an abundance is all about them out of doors. E. S. M.

Virginia has the only negro lunatic asylum in the world.

THE LIFE-CLOCK.

Read the following to the little children in your school:

THERE is a little mystic clock,
No human eye hath seen,
That beateth on, and beateth on,
From morning until e'en.

And when the soul is wrapped in sleep,
And heareth not a sound,
It ticks, and ticks, the livelong night,
And never runneth down.

Oh, wondrous is that work of art,
Which knells the passing hour;
But art ne'er found, nor mind conceived,
The life-clock's magic power.

Not set in gold, nor decked with gems,
By wealth or pride possessed;
But rich or poor, or high or low,
Each hears it in his breast.

When life's deep stream, 'mid beds of flowers,
All still and softly glides,
Like wavelet's step, with a gentle beat,
It warns of passing tides.

When threat'ning darkness gathers o'er,
And hope's bright visions flee,
Like the sullen stroke of the muffled oar,
It beateth heavily.

When passion nerves the warrior's arm
For deeds of hate and wrong,
Though heeded not the fearful sound,
The knell is deep and strong.

When eyes to eyes are gazing soft,
And tender words are spoken,
Then fast and wild it rattles on,
As if with love 't were broken.

Such is the clock that *measures life*,
Of flesh and spirit blended,—
And thus 't will run within the breast,
'Till this strange life is ended.

MODEL REVIEW EXERCISE IN ARITHMETIC.

We find in the *St. Louis Journal of Education* the following Model Review Exercise in Arithmetic, which will be found valuable in preparing pupils for examination. This exercise has been arranged by competent teachers, and will be found to bring out, in the most practical manner, the leading principles under each topic.

I. What is quantity? What is the science of quantity called? What is arithmetic? What is a number? Define like, abstract, and concrete numbers. Give an example of each; also give a unit of each. What is a figure? How many values has a figure? Define each.

What kind of numbers can be added and subtracted? From what are the terms subtrahend and minuend derived? If the minuend and remainder are given, how can the subtrahend be found?

II. Express by Roman and Arabic notation, one million six hundred five thousand seventy-one; nine hundred eighteen thousand sixty-nine; three million seventy thousand sixty-eight; eight hundred seven thousand eleven. Express in words the sum of the above four numbers, and the difference between the last two.

III. What is multiplication? Name and define the terms used. What are the multiplier and multiplicand called? Define division and the terms used. Name in their order the different steps of division. When the divisor, quotient, and remainder are given, how can the dividend be found? The dividend is 337, the quotient 12, the remainder 13, what is the divisor?

IV. Define composite and prime numbers, exact divisor, factor, and prime factor. When are numbers prime to each other? Give all the prime numbers below one hundred. Are 1019 and 1147 prime numbers? In questions similar to the last, how far must the trial divisors with prime numbers be continued before you decide the number to be prime?

V. Define cancellation, and solve the following: Divide $72 \times 68 \times 36$ by $24 \times 17 \times 18$. Define divisor, common divisor, greatest common divisor. Define multiple, common multiple, least common multiple.

What is the difference between dividend and multiple? Give two rules for finding greatest common divisor; same for least common multiple. Find greatest common divisor and least common multiple, each by two methods, of 36, 54, and 144.

How many rails would be required to make a fence 8 rails high around a field 2979 feet long by 2079 feet wide, using the longest rails that could be used?

VI. Define a fraction. What are the terms? What is the value of a fraction? Give a proper fraction, and analyze it in full. How are fractions distinguished? Give an example of each. Give the six principles of fractions. Give the general law.

VII. Add $\frac{144}{320}$, $\frac{47}{80}$, $\frac{9}{16}$, $\frac{19}{20}$, and $\frac{121}{160}$.

Name number, and describe the successive steps in solving the above example.

Give one rule that will cover all cases of multiplication of fractions. Give the same of division.

VIII. (1) Multiply $\frac{7}{8}$ of $\frac{6}{3}$ of $\frac{2\frac{3}{5}}{4\frac{4}{7}}$ times $\frac{62\frac{1}{2}}{3\frac{1}{5}}$ by $4\frac{5}{7} \times 8\frac{2}{3}$ of $\frac{6}{7}$ $4\frac{3}{5}$.

(2) Divide $\frac{71\frac{8}{15} \times 16\frac{2}{5}}{\frac{4}{7}}$ of $\frac{3}{7} \times \frac{14}{15}$ by $\frac{3\frac{1}{7}}{4}$ times $\frac{7\frac{3}{4}}{\frac{4}{5}}$.

(3) $\frac{16+12}{9} \times \frac{3}{4} \times \frac{6+9}{8} \times \frac{2}{3}$.

Perform the last of the above examples by cancellation.

IX. (1) A and B can do a piece of work in $6\frac{6}{13}$ days, B and C in $7\frac{7}{15}$ days, A and C in $6\frac{6}{7}$ days; how long will it take each to perform it alone?

(2) If $\frac{5}{7}$ bushel barley is worth $\frac{4}{5}$ bushel corn, how much barley is $\frac{5}{7}$ bushel corn worth?

(3) A man bought $\frac{7}{8}$ barrel of vinegar, and sold $\frac{3}{5}$ of what he bought for $\frac{5}{7}$ of the cost of a whole barrel; what part of a barrel would he have lost or gained if he had sold, at the same rate, all that he bought?

DECIMAL FRACTIONS.

X. What is the difference between common and decimal fractions? Define each, and give the rule for multiplication and division of decimals.

In how many ways may decimals be written? Give an example of each.

From what is the word decimal derived?

Give an example of a mixed decimal number.

Upon what does the value of a decimal figure depend?

Do decimals increase and decrease in the same way and in the same ratio as whole numbers?

(1) $.00001 \times 10000$. (2) $.000125 \times .125$. (3) Divide fifteen millionths by six hundreths. (4) $.625 \times 12.5$. (5) $.625 \div 12.5$. (6) $.00000025 \div 50000000$. (7) $125 \div .0000005$. (8) $.625.05 \div 1.35$.

ERRORS IN TEACHING.

BY PROF. ROBERT ALLYN, OF MCKENDREE COLLEGE.

ERRORS are more commonly made in the matter of government than in instruction. And this is really the most important thing in connection with our schools and their work or machinery; for the ability to do is worth far more than any amount of knowledge, and government acts directly as a force to impart this power or art, and to increase and make it readily available.

A very serious mistake is often made under the form of a maxim stated thus: "See that every rule is obeyed without hesitation." A counterpart says, "Have but few rules," to which no exception shall here be taken; while another reiterates the first almost: "Every violation of rule should be visited with the appropriate penalty." And still another affirms, "Make no exceptions to your rules."

Who will dispute any of these old-time utterances of the world's experience? Do they not, at once, commend themselves to every man's consciousness as the "truth, the whole truth, and nothing but the truth"? And what man is bold enough to deny them? Not I, assuredly. But I do understand how they are abused, and how they make not only tyrants in the school-room, but brutal fools, to use a very plain and uncharitable term. Examine the first. What can be simpler or more reasonable than that "every rule should be obeyed at once"? Is not the teacher an absolute sovereign? He

is not responsible to those whom he governs. He does not ask them to make the law; and, as his will is the rule, is it necessary that he insist on immediate conformity to that will? He may not, so say many, allow any discussion of the propriety of his laws. He is indeed responsible to public opinion and to the directors; to the great principles of right and justice, but not to his pupils. He is an autocrat, and must govern by himself and not by or for another. He can have no machinery of courts or tribunals to determine causes and award penalties, or at least very seldom; and then every thing is to be arranged by himself, and enforced by his own power. To be sure, he will not make all the regulations of the school: this directors will often do; but the authority to execute them must rest in him. His government, therefore, must be absolute, irresponsible, autocratic,—declared or established, judged or applied, and enforced and executed by himself alone.

Under these circumstances, to allow question or hesitation, to permit doubt and delay, seems very dangerous. Indeed, will it not bring the teacher and his laws into contempt, and beget great insubordination? Can our schools afford this? The common theory is according to the maxim, "without hesitation." Is not this also correct as well as common? Plainly; but without modifications and exceptions, so many and so important as to break its force very greatly; and to accept it as an unalterable truth and attempt to reduce it to constant practice, without limitation, is one of the gravest errors a teacher can fall into. Examine the matter somewhat.

1. A teacher can better afford to wait a few moments, or even hours, when a grave offense has been committed, than seem to be impatient to be obeyed, or than appear to do injustice. One often gives a command and sees the scholar hesitate—even seem by his action to refuse—to obey. The requirement is simple, plain, easy, reasonable. The pupil apparently has no motive for delay, much less for disobedience. But that unaccountable perversity of nature, which has been the inheritance of us all, has at that moment a mischievous hold on him; and he either becomes the victim of inability or of obduracy, and he hesitates. In the very early days of my own teaching-life I should have felt no lingering trace of hesitation

for an instant, in a case like this. The maxim quoted had been inculcated on the class of candidates for "teachers' certificates" to which I belonged, in the old New England Academy, by one of the best teachers that land of famous teachers ever knew. We were refreshing our knowledge of arithmetic and grammar, and the "old man," as we called him *in our veneration*, had taken occasion to inculcate this rule quite as often as the "Rule of Three" in arithmetic, or "Rule First" in grammar. We believed it. And I thought my very character as a teacher—and I meant to be near the head—really depended on my carrying it into practice. "Instantaneous obedience!" was a motto hung up in large letters in the inner chamber of my mind. Nothing else was proper for a teacher's dignity or a scholar's profit. I have seen some short "corners" made for pupils who seemed to be constitutionally tardy. I think I remember a youth or two, who appeared to be taking time for consideration before performing a teacher's orders, or whose knowing leer seemed to say to his fellows "I'll not hurry," sent, by a sudden blow of a book or a *flat hand* on the shoulder or head, whirling off his seat across the "small benches" of an old-fashioned school-room, to his complete surprise and the terror of "the girls" near whom he alighted. Not to say that I was ever so prompt in execution, yet I admired the plan. I was very young then, and, no doubt, needed all the moral force I could in any way gain, both by show of knowledge and of physical resolution, to call it by no worse name. So thought I and my model teacher.

But did I really gain thereby? Was there not, after all, a real loss by such impetuous decision? I know I believed very thoroughly that, if one moment's delay were allowed, or a questioning permitted, I should have fallen in self-respect or in the esteem of the whole neighborhood. I do not think so now. To exact obedience in a hurry may seem to imply a doubt on the teacher's part as to the propriety of his command, or a fear to allow thought as to its reasonableness. There are a thousand things which had better be done than awaken such suspicions. To allow scholars to be slow in obeying may seem to imply a hesitation on the teacher's part; but to demand unthinking hurry may imply something even

worse—a lack of self-possession and a consciousness of weakness. A calm, self-reliant soul, determined to be master and equipped with conscious strength to secure control of the school, can well afford to give every pupil a little time to think, and become assured of the reasonableness of the requirement promulgated.

2. Haste is of the nature of weakness. Deliberation always appears like self-possessed power. A teacher needs both power and its outward semblance. It is therefore better to be in no haste to enforce obedience. In fact, real obedience and that which profits can never be secured in a hurry. The mind as well as the muscles must move; the affections, or at least the convictions, must be carried along with the voluntary action; and no one of these can be expected to act, like a coiled spring, the instant you apply the touch. Time is an element often absolutely necessary and always important. Obedience is not for the benefit of the teacher; it is solely for the good of the pupil. And while teacher and pupil both are interested in having it as nearly perfect as possible, it must chiefly redound to the profit of the pupil. And it can much better be secured when there is no great show of restless anxiety on the part of the teacher for it. He may not seem indifferent on this point. That will kill altogether. But let him become nervous and excited and troubled about it, and farewell to the favorite desire of his heart. Did anybody ever know a teacher to succeed, moderately well even, when he was particularly and distressingly solicitous about the matter? The visiting or examining committee are to be in on a given day. It is of the utmost consequence that the school shall appear at its very best. Good order must be maintained. The teacher feels this: so do the scholars. Both ardently desire it, and make up their minds that everything shall be done "decently and in order." But, somehow, the teacher's face gets a wrinkle of anxiety. There is in his eye a fear that something may happen. Doubt seems to sit in that frown on his brow. There are "the fidgets" in that nervous twitching of the mouth. Now the least trifle of hesitation occurs in some movement, and surprise blazes out on his face. Some scholar forgets a rule, and determination pitches his voice a key higher, and gives it the tone of a saw

cutting a nail. Somebody smiles, or the buzz of a suppressed whisper flits through the air, and irritation bristles all over the master's person, stirring his fingers and jerking his feet, till the whole school is in commotion. It is like blowing your warm breath into a wasp's nest on a frosty morning in September. A score of demons seem to enter the school-room, and to throw every good resolution of the scholars and every expectation of the teacher out of the window. The pupils lose all desire for right, and the teacher all power to command. Confusion rules, or rather ruins, the hour. A little less care and anxiety, a little more willingness to wait, and the cool, calm sense of the well-balanced mind and well-poised will of the teacher would have conquered, or rather prevented, all this chaos, and made every action in the whole of the day move like clock-work. It requires time for even oil to penetrate the joints of machinery and lubricate them, especially if they are a triffe rusty. If you start your machinery without giving this time, you will heat every gudgeon and pivot, and produce calamity. So a teacher must give a little time for the spirit and force of his self-reliant intelligence and his resolute determination of will, for his superior reason and nobler goodness, to flow into the minds of the pupils and take away the friction of childish independence and boisterousness. Too sudden obedience may be the result of sycophancy, not the offspring of love.

Governor Perham gives prominence to educational matters in his annual message. He very truly says: "Our hopes for the perpetuity of good government depend upon the intelligence of the people. The education of the masses is our surest safeguard against the machinations of designing and wicked men. An educated person may become corrupt, but he will seek to accomplish his unholy purposes through the ignorance of others. An ignorant community furnishes a favorable field for impostors and demagogues."

He recommends an appropriation for the Eastern State Normal School building; and of the State College of Agriculture he says:

"This is a free college, and a fitting supplement to our free school system. Young men are here given an opportunity to prepare for all the business, industrial and some of the professional pursuits of life. Study and labor, science and practice are brought together, and the means of intellectual and physical education afforded. We may now reasonably indulge the hope that the brightest light of science, practically applied, will be shed upon this institution, to guide the farmer, the mechanic and artisan in their several callings."

In New Sweden, in Northern Maine, a school of about seventy children, and an evening school for adults, in both of which the English language is exclusively taught, are in successful operation.

RHETORICAL CULTURE.

BY PROF. E. P. THWING, OF PORTLAND.

In previous articles, the utility and method of vocal culture have been considered. As another article is requested, a broader theme is chosen, Rhetorical Culture. In this brief paper, but a few points will be hinted at, with the hope that abler hands will resume the unfinished task.

By rhetoric is to be understood, not merely written composition, but language and utterance. Ancient art included in one what we, unfortunately, study under two branches. The work of the Greek rhetorician included that of the modern elocutionist. An orator was more than a writer, a grammarian, or a linguist. Language in its phonetic, as well as its logical relations, was not overlooked. Language, too, in its esthetic, as well as phonetic relations was studied. Cicero's *ut deceat*, the law of fitness in discourse, shows this. His own definition of oratory suggests the breadth of his own views of rhetorical culture. "Delivery, I say, has the sole and supreme power in oratory. Without it, a speaker of the greatest mental ability cannot be held in any esteem; while with this qualification, one of moderate abilities may surpass those of the greatest talent."

The error of confining the term Rhetoric to mere composition, is forcibly shown by Humboldt, who is called the Father of Comparative Philology. He says, "the essence of language lies in the living utterance; in that which does not suffer itself to be apprehended in the sundered elements of words. Written language is only an imperfect, mummy-like embalming, of which the highest use is, that it may serve as a means of reproducing the living utterance." Dr. Hart remarks that oratory is a part of rhetoric, as shown by the word *rhetor*, speaker, although for convenience he, as too many others, omits the subject of delivery. Prof. Day pursues the same method, yet admits that elocution has generally been esteemed a constituent part of rhetoric.

The first reason to be adduced for giving increased prominence to rhetorical culture, as thus defined, is its *comprehensiveness*. The art of discourse stands vitally connected with all other sciences, mental and moral. The communication of thought by speech is the attribute of rational activity alone, and the cultivation of this power is one of the noblest employments of man. The position of grammar, logic, ethics, and esthetics as related to rhetoric, is tributary, for, as Dr. Campbell says, "Rhetoric is the grand art of communicating, not ideas only, but sentiments, passions, dispositions, and purposes." It appeals to the whole man. Its study rouses and develops the mental and moral nature. The memory, the taste, the imagination, all are quickened to activity. The very conceptions which rhetoricians have formed of this department of study, show the comprehensiveness of it. Blair treats rhetoric as a part of the science of the beautiful; Whately, as an offshoot of logic, and Theremin as grounded in ethics, hence the maxim of the latter, "Eloquence is a virtue." As far as these definitions go, they are all truthful. But neither of them should exclude the others, for, looking at the matter of discourse, we see the province of logic, the science of the laws of thought, the principles which regulate reasoning, the elements and structure of arguments; looking at the form of discourse, we see the province of esthetics, the science of the beautiful, that which concerns taste and the imagination, and, looking at the end or aim of discourse, we see the

province of ethics or moral science, which has to do with the will and laws of action. Then, for the verbal drapery of thought we study grammar, which teaches one to use his own vernacular tongue with propriety, and, finally, in order of nature, not of time, we see the place of elocution, or vocal delivery, which gives the crown to oratorical discourse, clothing thought with an elegance and persuasive power that nothing can parallel. Here, in its comprehensiveness, alone, is a pursuit noble and elevating.

Again, we may not overlook the influence of rhetorical studies in promoting a culture symmetrically beautiful, as an additional reason for giving them the position we claim. If a student confined himself to the study of form alone he might become precise; to sound alone, windy, or to logical processes merely, he might grow dry and ungenial. Indeed it is just here, in the narrow and artificial method of study, that we find the grounds of a common prejudice against rhetoric, as usually taught. When Chaucer wrote his Canterbury Tales, he made the English freeholder to say,

> "I lerned never rhetorike certain.
> Thing that I speke, it mote be bare and plain."

Just as if rhetoric was the opposite of clearness and naturalness, simplicity and beauty. Properly defined and studied, it does not benumb, but it vitalizes, and imparts a freshness to mental activity. Thus pursued, the discipline sends a man out among men, as Prof. Shedd observes, "the most artless, the most hearty, and the most genuine man of them all," for that discipline is not only a comprehensive, but a symmetrical one, in harmony with the soul's faculties, and so a fit channel for the expression of its life and feeling. It follows, therefore, thirdly, that rhetorical studies, rightly pursued, impart general efficiency and influence, hardly equalled in any other branch, taken up by the student. As the demands of this culture are broad and generous, so the results are direct and remunerative. As thought and speech are the noblest endowments of man, language and utterance furnish the most persuasive power that can be wielded. It awes mere physical force, it breaks the fascination of beauty, and often gains the verdict where wealth would seduce. To possess the art of persuasion, a knowledge of

the laws of human passion; to be able to bring to bear on the citadel of error the artillery of truth, so as to demolish its walls and silence its guns, is a grander inheritance than the gold-creating touch of Midas. If rhetoric is, as Plato says, "the art of ruling the minds of men," then clear thought, clearly uttered, is the first and final power. Eloquence rightly belongs to words, while oratory is the passion which fires them. The eloquence of intellect is seen in speech and symbol, but the oratory that charms and convicts is the eloquence of the man. Distinct but not separate, language and utterance must go together, in the studies that precede, and the triumphs that will surely follow, the acquisition of this art of arts.

Lastly, a word as to method. Let it be an early, natural, and progressive one. Silence the foolish clamor as to the supposed conflict between nature and art. These are truly one. "Art may, in truth, be called the human world," says the great Allston. "All nature is but art, unknown to thee," says Pope. Let, then, the study of language and utterance begin, in its simplest forms, when speech begins. By precept and by example teach the ear and eye together, and thus combine amusement and instruction. The little child, holding its toy with one hand, can take his first lesson in writing, spelling, reading, and drawing, by rudely tracing on the family blackboard the word TOY, and thus learn the visible characters and name that represent the idea, the mental image already gained.

At the recent State Association at Portland, the writer's experience was confirmed by the testimony of those who had seen similar methods of study successfully carried out in the primary school. The economy of time and the pleasurable interest awakened are not the least of the advantages attending this early and familiar start. Then as years ripen, and a broader linguistic discipline is demanded, the substance as well as the form of lauguage is presented in some such method as Prof. Swinton adopts in his admirable little manual of "Word Analysis," just issued. So with the growth of mind the logical power will be developed, the taste corrected, the imagination chastened, and the vocal expression made a

truer and more emphatic channel of thought and emotion. Thus will be gained a culture at once comprehensive, symmetrical, and robust. Thus shall be realized the dream of the Florentine sculptor, who pictured rhetoric as a female figure of dignified mien, wearing a helmet, surmounted by a crown, and bearing a naked sword in her right hand. In the words of another, "Softness, grace, and beauty must be supported by strength and prowess; the golden, jewelled crown must be defended by the iron helmet, and the steel sword. The rhetorical process is to go on in education with those of acquisition, information, and reflection, so that the final result shall be a mind not only disciplined inwardly, but manifested outwardly to other minds; so that there shall not only be an intellect full of thought, and a heart beating with feeling and an imagination glowing with imagery, but a living expression of them all in forms of unity, simplicity, beauty, and grandeur. In this way rhetoric really becomes, what it was once claimed to be, the very crown and completion of all culture, and the rhetorical discipline the last accomplishment in the process of education."

GATHERED GRAINS.

THE MAINE JOURNAL OF EDUCATION should be in the hands of every *teacher* and *school officer* and *parent* in our own State, but we fear it is not; and why not? Is it because it is a new periodical that has not had time to become known, or is it because those classes mentioned are too poor to devote the price of subscription to procuring it? Neither of these reasons can be a good one, nor are they true. Is it not, then, rather the spirit of indifference fostered and prevalent with all ranks toward the furthering of educational enterprises? Surely there must be something of this kind when its regular edition hardly reaches two thousand copies monthly. Deplorable, and to our shame be it said, when a publication devoted, and ably too, to our most vital interests, should thus receive such meagre support! Can it be? Shall we, brother

teachers, friends of education, parents, scholars, one and all, shall we suffer this to be? Let us have a responsive NO, not in words, but in *deeds*, such as shall show our appreciation, our interest, our zeal in this matter. Devote at least one day to the good cause. Canvass your schools, your neighborhood, and your town; make it permanent, and don't let this noble periodical struggle along, shorn of half its power for good by its limited arena.

WIDE-AWAKE TEACHERS,

Live and stirring, full of *vim* and fire, actuated by the love of teaching, capable of imparting instruction by word, question, and look, thorough, precise, ready, full, zealous of good works, and firm in principle, careful in example and pattern in and out of school,—this is our great want, the need and the hope of our schools. Where are they? Where can they be found and retained in the ranks of school instructors.

From every town comes up the call, "come over and help us," faithful teacher; the fields are white, the harvest is ready, but how about the reward? Dollars and cents are as acceptable, as necessary to a teacher's well-being, to stimulate and to secure, as to any other profession. Can you hope to keep the best talent without adequate pay, comparatively with other callings? Will your talented, profitable teacher remain a teacher still at $20, $30, or $40 per month, when in something else no harder or complicate he can make two, three, or four times this? The past will answer you in facts too sad, yet instructive.

KEEP THE GOOD TEACHER

Term after term if money will retain him. The loss by frequent changes are great, and yet this, in rural towns, is the rule and not the exception. A new teacher every term, and precious time is lost before an understanding of want and supply, of past attainments and future expectations, of capacity, habit, and disposition is arrived at, from which the teacher can work advantageously. A good teacher is worth one half more the second term in the same school, than a new one of equal ability. He works not only from present

attainments, but past experiences. He wastes no time on ground already mastered, or points already gained. He knows where, when, and how; his methods, style, and words are familiar and easier comprehended than those of a stranger. It *pays* to keep the *good* teacher and *vice versa*. Too frequent change of teachers is one of the evils under which our common schools labor.

UNIFORMITY OF TEXT-BOOKS

Can but be desired by all lovers of progress and utility. Teachers should know what books are to be used, and fit themselves to highest usefulness and a familiarity with those same books, not that he should confine himself to those alone. I have seen a small school this present winter where parts of four series of reading-books are used, one of which in its different editions caused additional trouble. Parents of these scholars were poor, and it would have been a great hardship to have purchased new text-books at present prices, throwing away those already on hand. Uniformity will add to the value of our teachers' labors many per cent, and give greater zest to study by making it uniform and without the discommoding now experienced. Town uniformity, at least, should be attained, since it is required by law. J. W. LANG.

ORIGINALITY.

In the instructor, originality relates to his matter and methods. To devise ways of teaching and governing, he must be original. This is not a gift of nature, but an acquisition. It is the result of "intermeddling with all knowledge." Using the wisdom of the past, all his predecessors as guides, believing some nook has escaped their search, he goes to work and from their "indirections finds directions out." His aim is not the bringing forth that which never was, for, in the words of Solomon, "that which *is* hath already been," but the uncommon form and striking expression of thought; from the alembic of his own mind, comes metal fused from ten thousand ores, and fashioned into coin bearing his own image and

superscription. This is originality; any one is original who can use all he acquires by reading or observation, who can produce and reproduce. Some fear to borrow or imitate, and therefore remain ignorant of the old masters. But we are told Dante was a close student of Virgil, and Horace confesses he attentively studied the Greek poets,—yet were they imitators! It is not subjection to another to know his thoughts, but the means of rising superior to those thoughts. One of our most learned and accomplished writers says: "If there was ever an original author, it was John Milton. He who chose early and began late. But who does not know that Paradise Lost is the spoils of all times and countries. He searched the Jewish records and the Christian economy. He opened the Talmud and perused the Koran. He revelled in the fields of Achaia and on the hill-sides of Judea. He listened to sweet music under Italian skies, and to the awful prophecies of the Druids. He drank alike of the Eurotas, and of that stream which flows fast by the oracle of God."

So the teacher, gathering materials for thought from all the past and present, making them his own by meditation, may attain the high honor of being original. Let him not confound originality with eccentricity, nor confine it to form and expression, but to thought; for it is a law of God, "that thought propagates thought." Too many instructors are not scholars, they adopt and do not originate, and are as awkward and unskilled as David in Saul's armor. Did they know as much as Milton, they would be as original. A word in regard to method. That it may be effective, it must be your own; unlike any other as your own face is. Reading is a difficult art. Let one in the class teach another, for to some it is as natural as to sing. If one originate his methods, they will be fresh and taking, and he young and enthusiastic. As no two are alike, they should never be punished alike; "give each his portion" and its effectiveness depends on its unlooked for novelty. Your success as a teacher hinges on what you get out of your own inventive mind, your originality in idea and method. E.

He that maketh a little child happier for half an hour, is a co-worker with God.—*Dr. Dwight.*

THOROUGHNESS.

"We are thorough in nothing but in being superficial." I doubt it; as a nation we do more things and better than any other nation. If we do not all equally well, it is because "it won't pay." Compensate for thorough work, and you have it as soon here as anywhere; it is wise to manufacture what will sell. No honest man expects the genuine for the price he gets shoddy. This has a relation to teaching; it is impossible to make every scholar thorough. Some minds are only half formed; the teacher cannot furnish instruction and brains. But nature has given each, one gift if no more; here, it is quickness in figures, there, an eye for form, in a third, an ear for music or grace of movement. Perfect each in his or her gift. This is what the teacher can do and all the world demands. It wants the skillful specialty, not the "jack-at-all trades." Fit each for his place; to make him good in everything is to unmake him; it is to oppose nature, and as annoying to the pupil as to the lion the training him "to eat straw like the ox." In Aunt Jo's School of Little Men, all were thorough in the only sense possible or desirable. For the attempt to make each child do not "*his* best," but "his level best," is to fit him for the poor house.

E.

WHAT ARE WE GOING TO DO ABOUT IT?

THE question of free education no longer remains to be decided. The only really unsettled point is as to the mode, not to the fact. Of course there are influences opposed to free schools, opposed to higher education—whether public or private—opposed to the fundamental principles of free government, opposed to civilization itself. But these will probably always remain, and the battle for the preservation of good must be waged to the end of time. Thanks to the leaven cast into American society by the stern, wise souls who planted it, we can have perfect confidence in the result. The idea of popular education is a foundation one, and needs not to be relaid by this or any coming generation. In the mean time, the de-

velopment of this idea calls for our most earnest consideration. Senator Wilson remarked in a late speech, that, "notwithstanding the admitted advancement of the cause of elementary education, there still remains a lamentable lack of men and women suitably educated for the various duties and dangers, responsibilities and emergencies of actual life." The *Chicago Tribune*, in the course of a caustic article, wherein it states that "the average schoolmaster counts as nobody in the world, and is reckoned out on all practical matters," ironically asks whether "he is indeed the perfected product of his own work?"

We may reply that such criticisms are one-sided and should not influence us. It seems to me, however, wiser to carefully weigh them. They come not from the enemies of education, but from outsiders, who look calmly upon our work and, perhaps, estimate it at its true worth. Upon all sides we are sensible of this pressure upon us and our systems of education. Nay, more, in our own hours of thought such questions come home to us with tremendous force. We say, I know, that the object of our education is discipline. These studies and methods are not exactly such as will be of the greatest value to our pupils when they commence business for themselves, but we aim to develop mental acumen and strength. When they go out into life they will apply this force to practical ends. But this answer does not satisfy the practical men who support schools, neither indeed does it quite satisfy our own minds. We regulars look upon commercial colleges somewhat as thoroughbred physicians do upon quack doctors and patent medicines. Yet are not such intensely, even if it be only superficially, practical schools a protest against, a revolt from, our profoundly unpractical ones?

I would name a few points of criticism which have arisen in my experience from an inside view. They may be well taken. If so, I have no remedy to propose, but only ask in the modified language of an illustrious, though lately deceased patriot, "What are we going to do about it?"

(1) In our graded schools we have a Procrustean bed wherein we lay every pupil and cut him off or stretch him out to the re-

quired length. We make little, if any, distinction, where nature has drawn lines deep and wide. A bright pupil is given no longer lesson than a dull one. A boy of slow apprehension must go through a course of study in a specified time or be disgraced by falling behind his class. Yet we know that that kind of intellect would be injured by rapid work, and is adapted only for steady plodding. The whole effort of the system is to throw him out of his legitimate sphere,—to make a racer out of a good plow-horse. How many such pupils feel disheartened because they cannot be what God never designed them to be,—quick-witted, brilliant students. On the other hand, how many rapid, bright ones become restive under the necessity of keeping pace with dull companions! Ought not the pupil to be superior to the system rather than the system to the pupil? Are human souls of so little value that we can afford to dwarf even one? Should not our schools present the same diversity that God has implanted in the mind?

(2) There are many young persons who, from the force of circumstances, have not had the opportunity of early training, but now desire to secure an education. The elementary branches are pursued only by little children, with whom their pride will not permit their studying. Moreover, from the very maturity of their minds they can go faster than the younger pupils, study differently, and need dissimilar training. There are many who, from sickness or other causes, fall out of the regular course, and some who cannot enter at the beginning of the year, and so, being behind their classes, stay out entirely. Some are deficient in only a single study, and yet must be put into the mill and ground out regularly as if they were deficient in all. Many desire to fit themselves for some particular avocation, and have no leisure for a broad culture. Many, too, feel the need of a generous education, but have no time to go the round of a full course in the slow, accurate way our graded system demands. For example, they wish to pursue geography, but cannot spend a whole year on the map of the United States; or, if it be arithmetic, they find that the class would exhaust their whole time for schooling in per-centage or some other single topic. We have laid out a system which covers the

whole course of ordinary study, and gives to each part a time in which it shall be mastered. I believe the plan an admirable one. There are no class of pupils elsewhere to be found as are turned out by these treadmills of discipline. But here is a large number of persons for whom—I say it with deep regret and hesitation—the old-fashioned district school or academy, where system was nothing and individual advancement everything, would be vastly better. In getting the good things of the new, must we let go the good things of the old? If the free-school system is to be *the* system of the future, it must meet all the demands of the people. It must furnish instruction suited to the wants of every person who desires an education. If not, then it must be supplemented by other methods, and yield its present proud boast that it is to supplant all other systems.

(3) By a kind of hot-house forcing, children are crowded along at the expense of their physical and mental strength. Their minds are prematurely developed and their bodies weakened and dwarfed. "The number of the innocents" is becoming a terrible and every-day verity. Children reach the higher branches of education before they are old enough to appreciate or grasp them. To meet this want, knowledge must be diluted and milk prepared for babes who leave school before they can digest strong meat. We regret the feverish haste of the day. People go too fast. Yet our schools foster this very state of things. Children graduate from the high school, and even from the college, at an age when they might well be in the common English branches. Their brain-growth has only just reached the point where these studies are of real value. I have organized a class for such pupils, and they have repeatedly told me that they seem to themselves never to have pursued those studies before, so wide and interesting is the field now opened before them. Yet they passed the Regents' Examination, with credit, three years before. Does not our present system need to have the brakes put upon it?

(4) Much of the instruction given, even in practical studies, is not practical. We cannot deny Senator Wilson's statement. Arithmetic is taught, but often not the methods accountants use.

Will our pupils carry into business-life the modes of analysis taught them in the school-room? Will they ever solve a problem according to the cumbersome, roundabout solutions of our mental arithmetic drills?

Why is it that so many pupils, when they see a problem outside of the book, have to ask, "What rule does it come under?" or have no confidence in the result they obtain, unless somebody tells them the true, correct answer? We teach grammar and rhetoric, but do our pupils learn to use good language and write correctly? We spend days in parsing with those who cannot even compose and direct a business letter in a business-like way. When a boy passes out of school into the world he suddenly finds that his scholastic learning is of no especial value where he is now,—that what would help him most in getting on in life was left out of his school course, and that he has yet to learn everything when his education is facetiously said to be finished.

It is easy to fall into a rut and run in it. We can get out only by a terrible creaking of axles and wrenching of joints. The simplest way of teaching in the world is to have a cast-iron system and fit everything to it. If, perchance, anything is tough or gnarly and refuses to be fitted, then out with it on the refuse pile. It is difficult to make exceptions, to take the measure of childhood and cut its clothes to fit. Ready-made clothing saves a deal of measuring and waste. But the teacher works in immortal souls. He decides, in a degree, the fate of multitudes whose character he shapes in outline. Success is vital. School is nothing as an end. Real life is everything. Every study is so vitalized and informed by practical, business life, that it shall be not only a preparation for it, but somehow a part of it. In our free schools pure and scholarly training, however valuable in itself, is not an education of the people, for the people and by the people. In "the good time coming" our present methods of instruction must lose somewhat of their scholastic character, somewhat of their rigidness, and, becoming more practical, admit also of more individuality; while that "vital knowledge," as Herbert Spencer calls it, by which alone our nation has become renowned and prosperous, will no longer stand trembling

as a suppliant asking admission into our curriculums of study, but will occupy the place now occupied by "dead formulas." To be educated will then mean to be fitted for life, not as now to be ready to begin to be fitted.

Fault-finding is a thankless task. It is easier to tear down than to build up; to criticise than to amend. Yet the faults of our system of education can only be discovered by careful, thoughtful scrutiny. Rest assured, they will be detected, if not by its friends, certainly by its enemies. It is far better that we find out and eliminate them from within, than that they should be attacked and violently eradicated from without, perhaps to the fatal injury of the system itself.—*J. Dorman Steele, in Am. Ed. Jour.*

ELEMENTARY READING.

CHILDREN learn naturally when the order of their progress is from the familiar to that which is unfamiliar,—from the known to the kindred unknown. This is the order in which nature leads them while learning to speak, read, and write their mother tongue. Words are first learned as audible signs, or names of familiar objects, actions, and qualities, by means of conversation. Thus they become known to children as *sound-symbols* for things, acts, etc. These words are learned as *wholes*, at once, and not by first learning their elementary sounds, or their letters. By this manner children gradually become familiar with more and more words until they are able to use the spoken language with facility. Now, these words are employed as audible signs of thoughts, and, as such signs, the words themselves receive but little attention from the child, as it uses them in conversation; while the *ideas* represented by them are made *chief* in importance.

The true order of learning the *visible* signs of objects corresponds with the natural order of learning the *audible* signs. Therefore the child's first step in learning to read is, to become familiar with the *visible* signs, or printed words, which represent the spoken words, or *audible* signs already known by it. The child uses a large num-

ber of words, which it knows by the ear, when the first step is raken in learning words by sight. These known words are the ones most appropriate for the first lessons in reading. As the *ideas* represented by spoken words hold the *chief place* in their use, so the *idea* represented by printed words should be kept *most prominently* before the mind, in learning to read, that the visible words may also represent clearly the same thoughts through the eye that the audible words do through the ear.

To attain this important result, it is necessary to teach the printed words first as a *whole*, just as the spoken word was learned first as a *whole*. As the elements of the spoken word—its separate sounds—are naturally learned after the word as a whole, so the letters, or elements of the printed word, are naturally learned after the *form* of the word is known as a whole

It follows, therefore, that the natural order of teaching children the elementary steps of reading is,—

First—Teach the form of a word that is already familiar to the ear, as a symbol of the spoken word, and also as a symbol of that which the spoken word represents.

Second—Teach the several sounds of the spoken word, then the letters which represent these sounds and compose the printed word, taking care to keep the ideas symbolized by the words prominently before the mind.

Let the order of teaching reading be, *first the idea; then its sound-symbol*, the spoken word; *next the form-symbol*, the printed word; and, finally, *its representation by writing;* and the order of learning to read the language will correspond to the order of using it. Words, then, will become mirrors, reflecting ideas and things to the minds of pupils. *Sense*, and *sound*, and *form* will be so intimately blended together that the pupils may easily be led to use conversational tones in reading, and a natural style of expression will follow as the result.

Before instruction in reading can be commenced, the child must know and use many words in conversation. These spoken words represent ideas to the child; but the separate *sounds* of these words do not represent elements; or parts of those ideas. Therefore, to

teach the separate sounds of a word, that is unknown to the child by its use, does not aid in making that child understand what idea the word represents. Again, the separate letters that compose a printed word do not represent elements, or parts of the idea which that word symbolizes. Therefore, to teach the separate letters of any new word does not aid the child, either in understanding that word, or in pronouncing it, without comparing it with words of similar forms, the letters of which had been previously learned.

Thus it will be seen that the very things which words, both spoken and written, are *chiefly* used to represent—*ideas*—cannot be learned from either their elements of *sound*, or their elements of *form*.

The plan of teaching reading by first naming the letters, then spelling and pronouncing words, directs the attention of children chiefly to the *names* and *order* of the letters, and naturally gives but little attention to the *ideas* which the words are intended to bring before the mind. This method leads almost inevitably to habits of reading in a monotonous and unnatural tone of voice, without heeding the thoughts for which the words are signs. This mode of teaching reading, although once nearly universal, is now rapidly disappearing from all good schools.

One of the plans which is substituted for the A B C mode, is called the *phonic method*. By this mode the *sounds of letters* are first taught separately; then these are combined into words; and new words are spelled by sound instead of by letters, for the purpose of learning them. But by this method no more attention is necessarily given to the *ideas* represented by the words, than with the A B C plan. Therefore monotonous and unnatural tones are heard from children taught by the phonic method, as well as from those who learned to read by the latter method. Both of these plans give only secondary attention to the *thoughts* for which the words stand. Letters and sounds should both be used in teaching reading, but neither one to the exclusion of the other, nor in the manner in which they usually are employed. Both letters and sounds should be kept secondary in prominence, while *ideas* should stand *first*.

When a child, taught by the letter method, has progressed so far as to be able to read from a book, its attention is usually occupied more with naming letters and pronouncing words than with the meaning of the words. When a child has advanced so far by the sound method as to be able to read from a book, its attention is generally directed more carefully to making the sounds of the letters, and combining them into words, than to the thoughts represented by those words.

Children that are taught to read by spelling words orally are liable to stumble in reading all the way through school, frequently calling *was saw*, and *on no*, and making many other mistakes. It is not uncommon to find children that were taught by the letter method who can pronounce words only by naming the letters aloud. In reading they spell each word, even *the*, *and*, *for*, *by*, *on*, etc., before attempting to pronounce it.

Now it is evident that any mode of teaching which could frequently produce such lamentable results must be unnatural and unphilosophical. I am convinced that one of the chief causes of the common prevalence of monotonous and unnatural tones in reading lies in the use of improper methods of teaching the early lessons of this subject. If the methods employed in learning to read were as natural and as well adapted to the end in view as are the methods by which spoken language is learned, reading would become just as life-like and natural as conversation now is.

The value of a method in teaching should be judged by its tendencies. If it uniformly tends to produce excellent results, and few evils when properly applied, it must be a good method. It appears that in both the methods of teaching reading—the letter and the phonic—the tendency is toward leading children to form unnatural habits, without understanding what they read. This unnatural habit does not exist in the ordinary conversation of the same children. What causes this difference between the tones of conversation and those commonly heard in reading? Has the manner of learning anything to do with it?

In conversation thoughts receive *chief* attention; while words are used simply as a means of communicating ideas. To secure a habit

of reading in an easy, natural voice, the child must be trained from the first to deal with printed words as *signs* of things, actions, and thoughts. The signs must become known as representatives of ideas. Both the *sounds* and *forms* of the words should be associated with the thoughts which they symbolize. Neither a spoken word nor a printed word means anything to a child until it becomes the sign of an idea already in the mind of that child.

But it may be asked, How can the child acquire the means of learning the new words which it will find in reading? By observing their resemblances to words already known. Who that has carefully watched the operations of a child's mind, while beginning to read, does not know that the learner is constantly comparing the sounds and forms of new words with those previously mastered? The association of sound with form, which the child learns with one word, it endeavors to apply to every word, where there is any resemblance in form. When the child knows the audible sound for an idea, it will very soon learn to recognize the visible symbol for the same idea, without reference to the letters that form the word, or the sounds for which the letters stand. When a proper combination of the sounds and letters is made in teaching the printed signs of ideas, the child adds to its ability for learning new words with each one acquired. Then the teacher may greatly aid the pupil, in increasing this ability, by showing it how to arrange in groups those words which resemble each other in sound, and those which resemble each other in form, and then directing attention carefully to the meaning, sound, form, and spelling of each.

The rapidity with which a child may be taught to read, by recognizing the simple *form* of the words at first, is surprising; and no less surprising is the readiness and perfection with which spelling is afterward learned. Spelling is learned naturally from and through reading, and not reading through spelling. In teaching reading from books, the pupils should be led to ascertain what thoughts are represented, and what words stand for them. Then they should be trained to speak these thoughts in an easy, natural manner. The standard for naturalness of expression may be its near resemblance to good conversation. Correct reading, aloud, consists in

gathering ideas from printed or written language, and then speaking them so as to convey their true signification to the listener.

The first lesson should present the idea symbolized by the word most prominently; and all along the course of instruction, the thoughts represented should receive more attention than letters, sounds, and words. Such attention to the thoughts, and a natural expression of them, will do more toward making good readers than all the rules of elocution.—*N. A. Calkins, Supt. Primary Schools, New York City.*

RESIDENT EDITOR'S DEPARTMENT.

THE MARKING SYSTEM.

In the *Chicago School-master* for February, J. Mahoney pitches squarely into the recent action of the Massachusetts Association of School Superintendents, in condemning the marking system. Now we like both the pluck and the views of Mr. Mahoney. He meets and refutes very fairly, the oft-repeated objections to the marking system, that it is artificial, and has an unhealthy influence; and maintains that nothing noble is achieved in life, without incentives of the same character, as marking in school. Of one thing we are quite sure, that the action of the Massachusetts Superintendents does not fairly reflect the opinion of the teachers of Massachusetts and of New England generally. We are very much mistaken if there is not a growing conviction among the best teachers, that a judicious system of marking is not only free from any very serious objections, but is really necessary for the highest good of the school and of the pupil. We are very willing to give our decided approval of such a system as shall fairly record and report the recitations and deportment of pupils. It is a healthy stimulus to laudable exertion on their part. Some systems of marking are objectionable; but there are others which are comparatively free from objections. The two main points are, that it shall be just to the pupil, and not require too much drudgery on the part of the teacher, in keeping the record. In the January number of the JOURNAL, we published an able article on this subject by a Western educator, well known also in New England. We shall be glad to have the contributors to the JOURNAL give us their views. At another time we shall have something more to say upon the various features and bearing of the marking system.

THE State Classical and Scientific Seminary at Hallowell has been incorporated by the Legislature. Its trustees are Simon Page, George Sampson, Rev. Charles G. McCully, Rev. H. F. Harding, Hon. J. G. Blaine, Charles Danforth, James M. Hagar, Joseph Titcomb, Dr. N. T. True, Rev. W. H. Fenn, Rev. J. O. Fiske, D. D., J. S. Wheelwright, Rev. J. D. Emerson, A. D. Lockwood, Charles F. Todd.

BOOK TABLE.

WATER AND LAND. By Jacob Abbott. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This volume is the third of Mr. Abbott's Series of *Science for the Young*, and, like the two preceding volumes, is written in a popular, attractive style, and finely illustrated. It belongs to a profitable class of books for the young.

WILFRED CUMBERMEDE. By George Macdonald. New York: Charles Scribner & Co. Portland: Loring, Short & Harmon.

The readers of this story, as it has appeared from month to month, in Scribner's Monthly, will be glad to have the same in book form. It is a peculiar story, quite unique, and full of interest.

EDUCATIONAL YEAR BOOK FOR 1872. New York: A. S. Barnes & Co., for the Teachers' National Publishing Association.

The editors of this handsome volume have given a vast amount of Educational Statistics and other information pertaining to the schools and systems of education for the whole country. It is to be published annually. Price, post-paid, in cloth, $1.25; in paper covers, 75 cents.

MISTRESS AND MAID. By the author of John Halifax, Gentleman, etc. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The works of Mrs. Muloch Craik are all good, and this is an excellent edition in cloth of the above-named household story.

SHAKESPEARE'S KING HENRY THE EIGHTH. Edited by Wm. J. Rolfe. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This edition of Shakespeare's plays is very neat and popular. The style of the book is very attractive and convenient, the editing well done, and the illustrations good.

THE YOUTH'S SPEAKER. By George R. Cathcart. New York: Ivison, Blakeman, Taylor & Co.

Declamation, if well taught, should begin in the lower grade of schools. The editor of this volume has made a good book for beginners in speaking.

THE LAND OF DESOLATION. By Isaac I. Hayes. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Dr. Hayes has given us a very interesting book in his personal narrative of observation and adventure in the Arctic regions. It is written in easy narrative style and fully and beautifully illustrated.

THE ART OF TEACHING SCHOOL. By J. R. Sypher. Philadelphia: J. M. Stoddart & Co.

This seems to be a good manual of suggestions for the use of teachers and school authorities generally. It will well repay careful perusal.

PINNEO'S GUIDE TO COMPOSITION. Cincinnati and New York: Wilson, Hinkle & Co.

A very sensible and well-prepared practical guide for beginners in composition writing.

SWINTON'S WORD ANALYSIS. New York: Ivison, Blakeman, Taylor & Co.

The author of this little manual, is professor of the English language in the University of California. The title of the book is a key to its contents. It is the result of considerable research, and the material is well arrranged for practical use.

POOR MISS FINCH. By Wilkie Collins. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Wilkie Collins has written many good stories, and this is one of them. The volume has a good portrait of the author.

FAIR TO SEE, and PATTY constitute Nos. 370 and 372 of Harpers' Library of Select Novels. Both good.

COLTON'S INTRODUCTORY GEOGRAPHY, AND COMMON SCHOOL GEOGRAPHY, New Series, published by Sheldon & Co., New York, come to hand through Hoyt, Fogg & Breed, of Portland, just as we are nearly ready for the press. They seem to be fully revised, and brought down to the present time, and are published in excellent style, with very clear and distinct maps.

REPORTS AND CATALOGUES. We have at hand the Report of Hon. John Eaton, National Commissioner of Education; Report of State Board of Education, and Superintendent of Public Instruction of New Jersey; Virginia School Report; and the Report of the Superintendent of Common Schools of Pennsylvania; all for 1871; also, Catalogues of the New Jersey State Normal School, and the National Normal School at Lebanon, Ohio.

The Ladies will find pictures, fashion-plates, and good reading in ARTHUR'S LADY'S HOME MAGAZINE. THE CHILDREN'S HOUR, from the same publisher, will delight the young folks.

OLIVER OPTIC'S MAGAZINE continues to delight the young folks. The March number has the additional chapters of Oliver Optic's new story, "SEA AND SHORE;" of Elijah Kellog's "WHISPERING PINE," and of Mrs. Cheney's, "SALLY WILLIAMS, THE MOUNTAIN GIRL," three as facinating stories as ever were written for boys and girls.

THE Secular Studies of the Clergy; Spain, her Manners and Amusements; and the Solar Eclipse, are three very interesting papers in LITTELL, for February 24.

THE COLORADO MONTHLY, published by J. H. Wilhelm, Denver, is a very well-conducted magazine, with a good educational department.

THE PHRENOLOGICAL JOURNAL, for this month, has articles on Rev. M. Hepworth; Jim Fisk; Expression, its Anatomy and Philosophy. Fish Culture, etc.

HARPER FOR MARCH has excellent illustrated articles on the United States Treasury Department; Northern Bolivia, and Naval Architecture, past and present.

THE TRIBUNE ALMANAC, for 1872, is literally filled with useful information.

IN LIPPINCOTT'S MAGAZINE, for this month, WHIMPER'S RAMBLES AMONG THE ALPS, increases in interest. That article alone is worth the price of the magazine.

THE Chesapeake Peninsula, the Skipper Hermit, the Cruise of the Baltica, and the Heart of Arabia, are the leading articles in Scribner's Magazine, for March.

THE NURSERY for this month is very juicy and rich.

GEAR'S ILLUSTRATED MECHANICAL ADVOCATE comes to us this month with a new heading, illustrating nearly all the wood-working machinery in existence. Any one interested in working wood, in any manner whatever, would be greatly helped by this paper. $1 per year.

THE NATION. These readers who want a concise and reliable resumé of the "doings of the world," from week to week, and a remarkably discriminating book table, should subscribe for The Nation, New York. $5, and to clergymen, $4. To all our subscribers, $4 per year.

THE AMERICAN STOCK JOURNAL, monthly, at one dollar a year, will save any farmer ten dollars, and perhaps more every year.

THE ECLECTIC, for March, has an excellent portrait of Herbert Spencer, and a full table of contents, among which will be found papers on the Early life of Charles Dickens; the Desolation of Jerusalem; the Talking Animal, etc.

THE PUBLISHERS' AND STATIONERS' WEEKLY TRADE CIRCULAR, edited and published by F. Leypoldt, 712 Broadway, New York, is a most valuable aid not only to the trade, but also to the book-buyer, and to all who would keep up with the times in the book world.

THE SCHOOL, is a very well-conducted monthly, devoted to the cause of Education, published at the Michigan State Normal School, Ypsilanti.

MISCELLANEOUS.

The Rhode Island Normal School which was re-established three months since under Prof. Greenough at Providence, is doing a most excellent work. and may now be reckoned as one of the permanent institutions of the State. The Legislature has made provision for it on a liberal scale, even allowing pupils coming from more than five miles, assistance in their traveling expenses, the largest sum being one dollar a week. The interest in the school is strikingly attested in its large number of visitors, especially on Saturdays.

A bill enforcing the system of compulsory education is to be introduced at the coming session of the Pennsylvania Legislature. When Pennsylvania was a colony of Great Britain a similar policy was enforced. The Philadelphia Board of Education unanimously favor the proposition.

A correspondent of the Rutland, Vt., *Herald* complains of the niggardly pittances doled out to Vermont teachers and literary men, and assigns this as a reason for so many prominent educators leaving the Green Mountain State for other fields.

Mr. A. A. Gamwell, who for nearly twenty-five years has been Principal of the Fountain and Federal streets Grammar Schools, Providence, R. I., died recently of typhoid pneumonia. He was one of the best teachers in the State. His age was fifty-five years.

William Knowlton, Esq., of Upton, Mass., has built a fine stonewall around the grounds of the Institute of Industrial Science at Worcester, at an expense of $3,700, and made a free gift of it to the institution.

Russia is making up for her lost time in the matter of education, and has recently organized fifteen thousand public schools.

Prof. E. G. Robinson, of Rochester Theological Seminary, has been elected President of Brown University.

DURING OUR INTERVIEW, the American Consul at Bankok, presented the King an elegant assortment of his medicines from Dr. J. C. Ayer, of Lowell, Mass., for the use of the Court. He explained to his majesty their origin from the great chemist and their uses. The Cherry Pectoral for coughs—the Sarsaparilla for eruptive diseases and the Ague Cure for the fevers that are so fatal in this hot country. The dangerous condition of a favorite wife in the palace with one of the disorders these medicines cure, gave him special interest in these products of medical skill; indeed, these medical marvels interested him more in our country than all the other attentions we had shown him. —*Letters from a lady in Siam.*

NO MORE GRAY HAIR.—*Nature's Hair Restorative* brings back the original color. It is not a dye, and clear as crystal. Contains nothing injurious. See advertisement.

TEACHER'S BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

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$4.50. *The American Naturalist* (*$4.00*), *Old and New* (*$4.00*), *Lippincott's Magazine* (*$4.00*).

$4.00. *Godey's Lady's Book* (*$3.00*), *The Scientific American* (*$3.00*), or *New York Independent* (*$3.00*), *and large and fine portraits of Grant & Colfax, which are sold at the stores for $4.00. St. Paul* (*$3.50*).

$3.75. *The Christian Union* (*$3.00*) *edited by Henry Ward Beecher, and also two beautiful Chromos, "Wide Awake" and "Fast Asleep," sold heretofore at $10.*

$3.50. *Phrenological Journal and Packard's Monthly* (*$3.00*), *Demorest's Monthly Magazine* (*$3.00*), *The Advance* (*$2.50*), *Good Words* (*$2.75*), *Sunday Magazine* (*$2.75*).

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METHODS OF TEACHING.—NO. I.

TEACHING is imparting knowledge, and, through its processes, giving training, discipline to the mental powers. Discipline to be of value, must be in the direction of use; and knowledge to be of the highest worth, must be useful and usable. But knowledge to be useful and usable, must be real knowledge, fixed in the mind, and under control of the mental forces. The so-called knowledge that persons often possess, made up of shadowy ideas, of indistinct impressions, whose leading and characteristic element is a *think-so* rather than a *know-so*,—is not real knowledge, but rather a base counterfeit of it. Yet it is just this counterfeit knowledge that is obtained by the pupils in too many of our schools. The tendency in our teaching has been and is too much toward giving quantity rather than quality of instruction; and, hence, the knowledge imparted, and the discipline afforded, by that instruction, have too often been superficial, possessing area rather than depth and solidity.

We must correct this fault in our work. We must each of us examine into our methods by the light of an understanding of what

real knowledge is and how gained; and in whatsoever directions those methods are found not in harmony with the true principles of teaching, in those directions we must seek to amend them.

The ordinary—almost universal—method prevailing in our common-school work, is what may be termed the question-and-answer form of teaching. It assigns a given quanity of the text-book to be memorized at each lesson, and generally to be memorized in connection with a series of set questions found at the bottom of the page, or somewhere else in the book. At the appointed time the teacher "hears the lesson" by asking those questions, while the pupils give as answers the word or words which they have taken from the body of the text, and, by a sort of association, tacked to the questions. Or if the book is, happily, one without questions, the pupil studies over the given quantity as best he may, and his knowledge of it is "drawn out" by leading questions from the teacher, often so plainly suggestive of the answer that the slightest knowledge is sufficient for answering them satisfactorily. Sometimes, again, the lesson is recited in a sort of partnership between teacher and pupil. The teacher reads from the book the two or three first words of any portion, the pupil follows with others awhile and stops uncertain as to what comes next, when comes more reading by the teacher and more *saying of words* by the pupil; and so the work goes on.

This method at its best—and its best is something far better than is implied in the above—is faulty in several important particulars.

1. It makes the text-book master of both teacher and pupil, instead of their servant as it should be. It is generally conceded that, considering the comparatively small aggregate of time devoted to the school-life of the average pupil, in our State, at least, the ordinary text-books are much too large to be thoroughly mastered. Yet the direct tendency of the form of teaching under discussion, is toward the mastery of, or rather an attempt to master, the whole of these books. Hence little of the work done is as thoroughly done as it should be. And its tendency, also, is to prevent that daily preparation of lessons on the part of the teacher, which is essential to the best teaching. Human nature is weak, and will

lean, when it can, upon convenient supports; and it is easier to lean upon a text-book, than to stand erect in the strength of one's own knowledge, especially when that strength is somewhat wanting.

2. It leads the pupil to study not so much to know as to recite, especially when the questions asked are those of the book. Nor under any form does it hold him to the fullest mastery of the subject-matter of the lesson, and the greatest activity and concentration of thought, both in its learning and recitations, which are essential to thoroughness of knowledge. In the one case he is led unconsciously to associate the question and its answer, and in the others, to depend upon the question to suggest it.

3. The knowledge gained is too often not in its most usable form; it is fragmentary, disconnected. To be in the highest degree useful and used, knowledge must be classified and associated, element to element,—welded together by the heat of intense thought. It must stand in the mind in such form that when a single item of the whole related mass is called into play, all the other related items will also be evoked in due order and succession. For instance, if in my reading I meet with the expression, "where Warren fell, a martyr to his country's cause," my knowledge of history will be thorough knowledge, usable knowledge, if that single item call forth the time, place, occasion, and such attendant circumstances as go to make up what I know of the Battle of Bunker's Hill. And it is this sort of knowledge, too, and the gaining of it, which gives the largest, most symmetrical, and most healthy mental growth. But in the gaining of such knowledge the mind must be made to act in the right direction,—must be trained to associate facts with each other; and this the common method does not do.

4. It does not serve to form correct habits of study and investigation to be carried into the work of after life. "Education," says Prof. Huxley, "is the formation of habits;" and so far as this is true, the habits formed in the school-room, should be those which can and will be used in the life for which the school is a preparation. But the circumstances of after life bring to our attention a variety of subjects in regard to which we are to gain and use

knowledge. By these circumstances the things about which knowledge is to be gained are determined definitely, while the knowledge itself, and the sources of it, are left for our unaided seeking. And in this seeking we are to gather up the knowledge item by item, and to arrange, associate, and classify into a usable whole, through the exercise of our mental forces. These forces should be trained, therefore, to act in this direction during school-life. Hence the methods employed in school-work, should be such as to habituate the mind to such seeking after knowledge, to independent investigation.

5. It fails to train to clear, consecutive, concise, and, hence, definite expression of thought. If we as a people are lacking in any direction more than another, it is in this. True, there is among us no lack of the "gift of gab;" but it is just this *gab* that is the fault in us. Notice men and women generally in their ordinary conversation, and we shall find a general indefiniteness and redundancy of statement, resulting in frequent repetitions, running through all the warp and woof of talk. And more marked are these faults if they be required to give expression to thought independently of the suggestions, hints, and drawing-out processes of conversation. Listen to the narratives that fall from the lips of the majority of common people, and, leaving out of account the "says-I's" and "says-he's" and "you-know's," that serve to punctuate their talk,—we shall find their speech like an unbroken colt, galloping off into frequent side-paths of useless explanation, instead of keeping straight on in the broad highway of narration. Attempt, however, to curb it to steady, definite progress, and it balks at once. Now these and other faults in the expression of thought are in greater or less degree results of improper teaching, and, therefore, should be corrected by the employment of proper methods.

This question-and-answer method of teaching, with the faults above enumerated, has also certain important merits, when skillfully employed. It is peculiarly adapted to teaching those pupils in whose minds the reasoning powers are yet subordinate to others, and who are, hence, not capable of extended trains of thought; it has almost unequaled power of holding the attention, and awak-

ening interest in the class-work, by the facility it affords for bringing large numbers rapidly "under fire;" it serves especially to train to quickness of thought; and it is a potent instrument for ascertaining the pupil's real knowledge of facts gained by other methods. Hence it cannot be wholly discarded by the skillful teacher, with any class of pupils, and must be employed as the general method with primary classes. In a wisely-arranged and philosophical system of teaching, it must have a prominent place; but will be supplemented in part by others, and in part will supplement them. N. A. L.

MISCELLANEOUS.

A schoolmaster called up an idle and stupid scholar to discipline him by a bit of catechism. He began by asking him: "Who made this great and glorious universe?" "Don't know, sir," was the whimpered reply. "Don't know; why, a child of two years old could tell that." The question was repeated several times, with the same result, until pedagogue grew angry, and seizing his rattan he flourished it over the boy's head and shoulders, as if about to strike, with: "Now say, at once, who made this great and glorious universe, or I'll flog you." "I—did—sir; but I won't do so again."

The first general use of the ballot in England was made in the election of School Boards, under the elementary education act of the present year.

Genius. The greatest natural genius cannot subsis on its own stock. He who resolves never to ransack any mind but his own, will be soon reduced, from the merest barrenness to the poorest of all imitation; he will be obliged to imitate himself.—*Reynolds.*

Produce of New England. A stranger passing through one of the mountain towns of New England, inquired, "what can you raise here?" The answer was, "our land is rough and poor; we raise but little produce, and we build *school-houses* and raise Men."

A COUNTRY SCHOOL.

PRETTY and pale and tired,
  She sits in her stiff-backed chair,
While the blazing summer sun
  Shines in on her soft, brown hair,
And the little brook without,
  That she hears through the open door,
Mocks with its murmur cool
  Hard bench and dusty floor.

It seems such an endless round,—
  Grammar and A, B, C;
The blackboard and the sums;
  The stupid geography;
When, from teacher to little Jem,
  Not one of them cares a straw
Whether "John" is in any "case,"
  Or Kansas in Omaha.

For Jemmy's bare, brown feet
  Are aching to wade in the stream,
Where the trout to his luring bait
  Shall leap with a quick, bright gleam;
And his teacher's blue eyes stray
  To the flowers on the desk hard by,
Till her thoughts have followed her eyes
  With a half-unconscious sigh.

Her heart outruns the clock,
  As she smells their faint, sweet scent;
But when have time and heart
  Their measure in unison blent?
For time will haste or lag,
  Like your shadow on the grass,
That lingers far behind,
  Or flies when you fain would pass.

Have patience, restless Jem,
  The stream and the fish will wait:
And patience, tired, blue eyes,—
  Down the winding road, by the gate,
Under the willow's shade,
  Stands some one with fresher flowers.
So turn to your books again,
  And keep love for the after-hours.

—*Every Saturday.*

INTELLECTUAL INDEPENDENCE.

BY HENRY WARD BEECHER.

I HAD no fondness for mathematics. Yet I became proficient in its elementary branches in my school-days, under the teaching of W. P. N. Fitzgerald. When Prof. Davies of West Point was once traveling in Canada, he was served by a hostler's boy, and in putting some questions to him he proved so sharp at figures that the Professor took him along as a servant. He was waiter and boy of all work. But he developed such gifts and graces that he was put to his books, and became a cadet, and stood second to none, until an unfortunate Christmas spree delivered him from the thrall of West Point, and sent him to finish his career in the great academy of the world. I found him in 1827, teaching mathematics at Mount Pleasant Classical Institute, in Amherst, Mass. He taught me to conquer in studying. There is a very hour in which a young nature, tugging, discouraged, and weary with books, rises with the consciousness of victorious power into masterhood. Forever after, he knows that he can learn anything if he pleases. It is a distinct, intellectual "conversion."

I first went to the blackboard, uncertain, soft, full of whimpering. "THAT LESSON MUST BE LEARNED," he said, in a very quiet tone, but with a terrible intensity, and with the certainty of Fate. All explanations and excuses he trod under foot with utter scorn-

fulness. "I want that problem. I don't want any reasons why I don't get it."

"I did study it two hours."

"That's nothing to me; I want the lesson. You need not study it at all, or you may study it ten hours—just to suit yourself. I want the lesson. Underwood, go to the blackboard!"

"Oh, yes, but Underwood got somebody to *show* him his lesson."

"What do I care *how* you get it? That's your business. But you must have it."

It was tough for a green boy; but it seasoned him. In less than a month I had the most intense sense of intellectual independence to defend my recitations.

In the midst of a lesson, his cold and calm voice would fall upon me in the midst of a demonstration—"*No!*" I hesitated, stopped, and then went back to the beginning; and, on reaching the same spot again—"*No!*" uttered with the tone of perfect conviction, barred my progress. "The next!" and I sat down in red confusion. He too was stopped with "No!" but went right on; finished, and, as he sat down, was rewarded with, "Very well!"

"Why," whimpered I, "I recited it just as he did, and you said No!"

"Why didn't *you* say Yes? and stick to it? It is not enough to know your lesson. You must *know* that you know it! You have learned nothing till you are *sure*. If all the world says *No*, your business is to say *Yes*, and to *prove it!*"

The inward confidence inspired by such a drill, joined to the chivalric notions of independent manhood already existing, tended to fasten the feeling that a *man is what he is in himself*, and that the love of doing and the power to do, are all the honors that he needs; that no man deserves a title who has not the power to make his own simple name a title, and then he needs no other; and that a man's own life is the true university that should confer honors upon him!

The rule and the balance, ink, paper, and pen,
Prevent strife and quarrels of pugnacious men.

GEOGRAPHY.

One of the most important, yet at the same time one of the most neglected branches of common-school education, is the study of Geography. Arithmetic, loaded as our text-books upon this subject are, with dry details, useless rules, and abstract ideas, encumbered and bulky, with here and there a grain of wheat amongst piles of chaff, absorbs the lion's share of time and attention. There is abroad a very general idea that "Readin', Ritin', and Cipherin'" are about all that is necessary, and if one can only "figger" well, he is all right, and fit for the every-day actualities of life. How often do we see the Johns and Marys of our country schools, of larger growth, delving away pertinaciously with slate, pencil, and brain at some knotty problem that has some subtle "catch" in it, spending seven-eighths of their time and nearly all their mental force, a sacrifice to this mathematical god, and knowing but little of the logic, the practical application and real utility of the science of numbers! How often do we see them with huge slate and thick text-book wasting their time (for all time is more or less wasted that is not devoted to the best and noblest purposes), developing only a part of their mental powers, while the others are starved, dwarfed, and neglected! These same scholars are unable to tell the number or names of the towns in their county, or the names of contiguous counties, and at a deep loss to tell how many States in the Union, their names, capitals, rivers, situation, boundaries, or comparative size.

They have vague notions about the geography of the earth in general, hardly know whether it is round, flat, or square, really cannot tell whether Boston is in Massachusetts or Massachusetts is in Boston; whether Kansas or California are in this world or the next, or some other; can hardly distinguish an ocean from a notion, a mountain from amounting; will tell you that New Orleans is in South Carolina upon the Hudson river, or that a river is a stream of land flowing through the water, that its mouth is the place where it feeds, and that an isthmus is like a strait because one is water and the other isn't, if they can be made to say any-

thing upon the subject of geography, which, under the circumstances, is very doubtful.

Now all this is very well in their estimation, and in that of their parents also, because they can "figger purty well," the chief end of their being's end and aim, or they would see that John and Mary had a "gogerphy book" and studied it as well as possessed. And many who boast more enlightened views, and pity their more unfortunate neighbors, think "cipherin' is the *main* thing, but still it is well enough to have a *little* of the other branches," not spending too much time and force over them, using them as tid-bits to top off a good square meal of mathematics, with something like circulating decimals, cube, and square root. Very well; this shows progress even if it be small, and that, too, in the right direction. *We* reformers, like all great men, must go on foot when we cannot ride, and travel by coach when railways are not at hand, or not running in the right direction, and often *build the road* we must pass over, or lead others over to the fruitful, flowery fields beyond; but mind you we *shall* progress, even if we have to *crawl.*

Another class appreciate the aids furnished by a knowledge of geographical science; see its utility in a measure,—of this they feel assured,—and are forward in telling you they know it. *Their* John and Mary *studies geography*, yes, sir; and studies *grammar* too! They believe in it, and also in keeping up appearances; and to this end by a heavy line of skirmishers hide the weakness of their main lines! If you wish to test this, visit their school-room and see its bare, desolate, repellent look. No globe, no wall maps, no charts there. Bleak, chill, and as inviting as a convict's cell, save that it is more roomy and better *ventilated*, and is enlivened by the sweet faces and bouyant hearts of the children. How is this? Isn't it a wonder that John and Mary study anything; arithmetic, geography, grammar, or anything else? Isn't it a wonder they get as much as they do, and not only learn to read, write, spell, parse, and cipher in green-horn's arithmetic? We wonder they don't take sick and have the measles or *mumps* over again, or grow bigger dunces than they are in view of all these adverse circumstances and surroundings! Doubtless the doating parent thinks—if he

gives the subject any thought—that "*his* John is 'bout eddicated enuff; wants little more *grummer* that's all!" Which he will get in one or two more terms, growing more and more "*grummer*" to heart's content!

There is another class, and we would go some ways to see one, who are wide awake, up and doing, and alive in these matters. They appreciate the wants and necessities of our schools, their power and capabilities, their situation, and are ready for every good word and work. They understand the importance of each branch, and seek to preserve a harmonious whole and development of each, not building up the one to over-top or exclude the others. They want good, comfortable, convenient school-rooms, furnished and adorned as they should be; they go for good teachers and fair pay, and are alive generally. But what can they do alone,—I say they, plural number, though did you ever know *two* such men in one district? Perhaps, but like angels' visits they are not plenty.

But I have digressed slightly, and will try to wallow back. Geography is not only as important as any of the other branches of common-school education, but perhaps I may be pardoned, if I say *more so*, if we are to give preference to any one. The great mass of the people use but few of the simpler rules of arithmetic in practical life. Grammar they give in a great measure the go-by, rather aping the incorrect *genteel* usages of those they regard as upon the next step above of the social ladder, while geography in this "Land of the free and home of the selfish," this reading, gossiping, news-loving, newspaper land, at this period of steam travel and telegraph facility, comes into use every day and hour, take up any paper, periodical, or book and geographical knowledge is at once called for. An accident here, a murder there, a tornado somewhere else; items of interest gathered from all parts of earth's surface, and if our fund of geographical information is small, we lose half of the understanding, appreciation, and instruction we might gather from our reading. What place, where situated, its surroundings, its character, its national features, its inhabitants, are questions that arise and demand answers as we read, This is a busy, bustling, active, progressive age; we must be something more than our fathers have

been; and in order that our children may fill well their sphere in their day and generation, they must be provided with something more than our scant stock of reading, writing, and ciphering."

We must fit them for a higher stand-point than we occupy. We should put the means of education within their reach, and see that they make the best use of those means. Outline maps, globes, charts, should be in every school-room, for incentives, for instruction, and for beauty. When the scholar lifts his eye in such a furnished room, it falls not on a bare, chilly, repulsive blank, but on something suggestive, good, true, and beautiful. No unmeaning void exists there, but as silent monitors, these stand instructive tablets to elevate and to save. These invest the old house with a charm unknown before (at the expense of a few dollars), not only of attraction, but of usefulness and utility. J. W. LANG.

A BIT OF REAL EXPERIENCE.

"WHOA-HISH! whoa-h-i-i-sh! you darned critters. I'll larn ye to stop when I want you to!" and Farmer Rough's goad-stick played a lively tattoo upon the noses of his steers one frosty morning in December, as I met him on my way to the school-house. "Be you the master?"

"I am, sir; and this is Mr. Rough, I believe? A fine morning, Mr. Rough."

"Yaas, yaas. Sharp, though, sharp! How's my boys a-gittin' on, master?"

"John and Eben and Samuel and Joseph and Phineas? Nicely, I think. They seem much interested."

"Yaas, yaas. Them's mine. Raal soggy chaps, tew, ain't they? You'll have ter wallup 'em, though, sometimes. 'Spare the rod an' spile the child,' Solomon says, ye know. Leastwise other masters have had tew. There's old master Holdback, lives over in K——, a raal good old-fashion' master he is,—don't b'lieve in none o' yer new-fangle' notions, neethur,—goin' over t' the legislater

this winter, they tell me,—him an' Eb hed a raal hurl last winter,—a raal snub ter the backs,—an' Eb come nigh a throwin' on him, an' would a done it, tew, I guess, 'f he hedn't known he'd git a wallopin' when he got home, 'f he made a fuss 'n school, an' so knuckled in an' took his bastin'. Ye see the master he'd give Eb's class the punctooation marks to git, an' Eb he was busy cypherin' over 'n compound perportion, and didn't think o' the lesson till his class was called right out, an' he couldn't say,—'Punctooation is the art o' dividin' a written composition into sentences an' parts o' sentences by pints an' stops to mark the different pauses which the sense *inquires*,'—and when the master axed him why he didn't git his lesson, he said he didn't think on't, an' the master said he'd gin him sunthin' to make him think on't next time, an' slapped him aside the head, an' that started Eb's dander, an' he muckled on to the master, an' it scart all the gals an' small scholars, an' they cried an' squalled like fun, an' at last Eb gin in an' took his lickin', as I said afore. But say, master, what's this new idee you've been puttin' into the scholars' heads that 'taint no use for 'em to cypher over all the big refmertic? an' what's the use o' this physerology that John an' Eb an' Jo an' the rest on em's so crazy about? Why, I wanted Sam an' John to stay to home tother day an' shell corn, an' they felt awful wamblecropped about it, 'cause, they said, you was goin' to give 'em another lesson in physerology. Then there's that ar picter-makin',—drawin' you call it,—what's the good on't all? 'Tell you what, these new-fashioned idees don't seem to me the things. Me an' Deacon Slow was a talkin' over these things t'other night, an' we c'ncluded that someun 'd ought ter speak ter ye 'bout it. We don't want none o' yer fancy teachin' in this deestrict. We're used to raal good old-fashion' schools, where the scholars is flogged, an' teached the raal solid readin' an' writin' an' cypherin'; an' them's what we want. Them's what 'll make raal stidy, 'ndustrious, c'ntented boys an' gals, that 'll grow up into such men an' wimmin 's there parents was afore' em, Hope ye wont be 'fended, master, t'what I've said t'ye; but when I seed ye comin' I kind o' thought I'd stop an' gin ye a little advice."

"No, indeed, Mr. Rough, I'm very glad you have spoken of these things. I wish earnestly to do what is for the best good of my pupils, and want the hearty confidence and support of the parents. I shall always feel glad to have their advice."

"Sartingly, sartingly,—jes' so,"—flourishing his goad, preparatory to starting. "Gee Bright-a-Broad up, ye darned runts!" and the goad this time played merrily over the steers' backs, as man and beasts moved clumsily away.

Here was a little cloud of difficulty, no bigger than a man's hand, but portentous of evil. It was, however, not altogether unexpected; for I had introduced several novelties into the school, which, though they were working to my perfect satisfaction in waking up the boys and girls to a new interest in their work, were yet, I knew, likely to meet with opposition from the unthinking prejudices of the parents. And I had been watching closely for the first sign of that opposition. Now it had shown itself, and what should I do about it?

There is many a Farmer Rough in the State of Maine,—nay, many a locality made up of Farmer Roughs and Deacon Slows, where a dead set is made against any and all innovations. In such localities any change from old and time-honored customs, is condemned at once as "new-fangled." We teachers attend the Institutes and Teachers' Associations, and are told to teach this thing and that, in this way and that, and it all seems easy enough, and just what we ought to do. But when we go into our schools full of enthusiasm, and, carefully working in these new ideas, begin to see their effects in waking up a new interest among our pupils, and begin to felicitate ourselves upon these promises of success, lo! Farmer Rough and Deacon Slow take the field against us. "New-fangled notions," growls Farmer Rough; "new-fangled notions," drawls Deacon Slow; and immediately all possible changes begin to be rung on the phrase by all the male and female relatives of the Rough and Slow families, and all their friends and followers, till we have to yield, gracefully if we can, either the control of the school, or our new methods of work, unless we can find some way to shut the mouths of these cavilers.

What did I do? Some thinking first. I resolved not to give up my methods without a struggle. Underneath the conservatism of which these prejudices are the outgrowth, there is, in almost every case, a substratum of shrewd common sense, and I resolved to reach this in some way. I determined to devote my evenings for a while to missionary work in the neighborhood. Farmer Rough received a call at once. Over a bowl of big red apples we discussed my "new-fangled notions." When he acknowledged that it would be absurd to spend time in plowing more land than he could plant, he granted that it would be equally absurd for Eben to spend his time in learning position and alligation and cube-root, and many other things in arithmetic, which he would never have occasion to use. When he explained to me how he cared for his stock, how often he fed his cows and oxen and sheep, and upon what he fed them, to get the largest flow of milk, the greatest growth, or the best wool and mutton,—to what diseases they were liable, and how he treated those diseases,—he readily comprehended that some similar knowledge of the laws of health and growth was not so absurd after all. And so, too, with drawing. When I had convinced him that the primary object of this branch of instruction was to train the eye to judge accurately of form and size and distance and direction,—things which he had to do every day, whether in plowing, hewing timber, cutting cord-wood, or whittling a bow-pin,—he granted that even that might be of some good to the boys and girls. "Wal, wal,"—said he at last, contemplatively peeling the last big pippin of the big bowlful,—"wal, wal, master, yew may be right arter all, p'raps. 'T any rate, go ahead, an' we'll see what 'll come on't. Times is changed since I was a boy, an' I 'spect schoolin' 'd ought to change some tew."

Deacon Slow was more easily convinced, when I called upon him the next evening; for Farmer Rough, having been at work for him during the day, "yarding out" cord-wood in "the back-lot," had given him an account of our discussion of the evening before. The deacon was somewhat inclined generally to pin his faith to that of his more forceful neighbor, and was, hence, found in a very pliable

state of mind, when I introduced the subject of my "new-fangled notions."

In short, I visited every family in the district, and clearly and candidly explained what I was attempting to do, and hoping to do, in the school. True, in these visits I did not always succeed in brushing away all the accumulated cobwebs of prejudice, and convincing every one that my views were correct; but I did succeed in disarming all direct opposition to them, and in bringing about a general consent to their trial, so long as the children were so intensely interested in their ordinary studies, as I managed to keep them. And in taking this course I certainly succeeded better than the teacher in the adjoining district, in a similar state of affairs.

He had organized an oral class in history. A member of that class came to him one morning with a message from her parents to the purport that they wished her to give her whole time to her other studies, and, therefore, wanted her excused from the history class. "Tell your folks," said he, "that I am keeping this school. If the people in this district want to keep it, they must wait till I get through with it." He got through with it—left in disgust at not being appreciated—in a very short time afterward.

And how did I succeed finally? I'll tell you. During the last two weeks of the term, at such odd minutes of time as we could get before and after school hours, we trimmed up the old school-room—keeping the whole matter a profound secret—with evergreens and such pictures as we could get, so that no one in the district would have recognized it in its gala dress, could he have been carried thither in his sleep and suddenly awakened. My pupils, knowing what my plans were, took hold of this work with me with a perfect fever of enthusiasm. On the last day, by personal solicitation on my part, backed by the efforts of the children at home, all the fathers and mothers were prevailed upon to meet me at my boarding-place after dinner, whence we went together to the school-house. When we had all entered, the scholars, who were found all in their places, arose as one and received us with a simple song of welcome,—singing in school was another of my "new-fangled notions,"—given with such evident feeling, such real heart-

iness, that the look of blank astonishment which had come into the faces of the parents at sight of the changed appearance of the school-room, gave place to smiles, and even broad grins, of pleasure. Then we had exercises in reading and arithmetic, compositions, more singing, drawing and geography, and closed with a spelling-match. In all these exercises the pupils, under the spur of a pleasurable excitement, acquitted themselves as never before. But my crowning triumph came, when, after these exercises were all done, Farmer Rough got up, and, in a voice tremulous with feeling, in his uncouth, racy language, made us a little speech. What he said I'll not attempt to repeat, but when he sat down, the old school-room fairly rang with the clapping of hands, little and big, and—I've engaged to keep the school another winter.

[Such is a bit of real experience, drawn out in an evening's chat with a young friend who is moving up rapidly into the front rank of our teaching force. In it are some hints worth the attention of young teachers, at least. It has, therefore, been written out in the hope that, to some reader of the "Journal," these hints may be of practical value.—EDITOR.]

HOW TO PREVENT TARDINESS.

LITTLE has been written upon the evils of tardiness, but probably none of our school annoyances have called forth so many ingenious plans for their avoidance.

The reasons offered by our pupils for their absence during the opening exercises of the school, are as varied as their home surroundings, but may all, with only exceptions enough to prove the rule, be assigned to one cause—the want of a certain responsibility on the part of the pupil—which must be instilled by the teacher.

We assent to this, but the *practical* teacher (there are too many who are not) asks, "How is this to be done?"

All agree that of two evils it is wiser to choose the lesser. If in our efforts to make the record of tardiness commendable, we

have made another record of an infinitely less praiseworthy character, then we are progressing in the wrong direction. If, for instance, we could look upon the revengeful thought and wounded sensitiveness of the boy and girl subjected to the ridicule of teacher and school-mates because they were tardy; or if we could be shown the passion aroused by bitter, harsh words, or the recklessness in regard to other duties of the day, caused by the thought, "It makes no difference now, as I have been tardy;" if such a record could be disclosed to us and should be found to overbalance the good results of a fine report for the public print, then we should beware of our methods.

Again, where extreme measures are resorted to, to avoid this never-ceasing annoyance, attendance is frequently lessened, for many children, on finding themselves too late for school, rather than bear the torture of the "tardy song," or any similar barbarity, will turn back and spend the half-day in the streets, or idly at home, usually, though, in the former way. Is it not possible, therefore, for a school to show an excellent record, so far as tardiness is concerned, and still not be as good a school as another with a far less commendable report?

None can feel the annoyance of tardiness more than the teacher who has seen, and I am sorry to confess, used some methods to avoid it which were more harmful in results than the unnoticed dilatoriness of the pupil would have been, and therefore would advise not only a careful consideration of means but judicious thought in regard to the *end*. There is a way of reaching every pupil, not that any *one* teacher has reached every pupil successfully, but he *may*. Let the personal influence of the teacher lead the pupil to realize that he, with the teacher and his school-mates, is to make the school what it is; that no *one*—teacher, or pupil—can make it successful alone; that the school as a body depends, to a certain extent, upon him individually as a member, for its good name and standing in public; that whatever of credit it may deserve and receive, he receives a share, and that in meriting the good opinion of others, he should do no less than the best he can, in all respects; and that in the matter of punctuality he can assist materially. If

a pupil feels this and is tardy, it will be from an unavoidable cause on his part.

These results can be reached by the proper personal influence of the teacher, not only in public and private interviews (which should be few), but at all times and in all places where he comes in contact with his pupils.

School boards in some places pass resolutions and offer for the assistance of the teachers certain rules in regard to compulsory punctuality and attendance, which if carried out "in the spirit and letter of the law," are often far from bringing about desirable results, yes, in many cases result in a state of affairs exactly the opposite from what the true teacher desires. By these measures we are often forcing the mind of the pupil into a position from which, when the restraining force is removed, it rebounds with destructive reaction, instead of reaching the heart first (and this can never be done by rule), then working outward from that, laying a foundation sure, steadfast, and strong, and upon which the habits of the man may be built without danger of downfall in the future.—*Chicago Schoolmaster.*

SCHOOL SUPERVISION.

THE readers of this journal may recollect an article upon this subject in the September number, in which improvements of the system of school supervision then existing were suggested. Unfortunately, that system, imperfect as it was, instead of being improved and strengthened, has been mutilated and impaired by the sapient law un-makers who have misrepresented the people at Augusta during the winter. The county supervisors, the necessary connecting link between the town committees and the State superintendents, have been stricken out of being, and we are remanded to the old system until public opinion shall compel a thorough and homogeneous method of school supervision.

The writer of this article is in no way interested in schools, except that he is so unfortunate as to be obliged to send one child to

school in a city where the present mode of supervision "doesn't amount to shucks," and he therefore feels competent to express an unprejudiced opinion in regard to this disgraceful retrograde movement.

The first cause was, undoubtedly, the ignorance and stupidity, to say the least, of many of the members. Those who have carefully read the proceedings of the legislature could not help being convinced that some of the members, instead of being intrusted with the power of legislating concerning schools, should have been sent to some good primary school long enough, at least, to learn something about the subject before them. Besides these, there were others not ignorant nor stupid in general, nay, even learned and brilliant in their respective callings, but who know as little about the workings of our school system and its needs as the former class. Add to these those who are always ready to "crook the pregnant hinges of the knee that thrift may follow fawning," and we have abundant explanation of the unfortunate movement.

It has been asserted, also, that the superintendent has not been so gracious and humble as he should have been in his intercourse with the august members of the honorable bodies; that he has been too persistent in urging the claims of his favorite measures; and that he wearied some who, perchance, would have found more congenial company in the rooms of the members of the various lobbies. It may be so. The writer is not acquainted with Mr. Johnson. It may be that his righteous soul was vexed at the obstinacy with which he had to contend.

Still further, the inefficiency or incompetency of some of the supervisors is alleged as one of the causes of the abolition of their office, as if that were the fault of the system. This trouble, if real, should have been remedied in another way. Does the State of Maine hope to hire first-class men for that office at the rate of one thousand dollars a year? It cannot be done. Make the pay what it ought to be, be not confined to county or State lines in choice of men, and this trouble would soon disappear.

The previous article alluded to was written in the expectation of progress rather than regress in our educational history. That hope

has been disappointed, and the details of school supervision promised when the system should be perfected, will hardly be needed at present. It may not be unprofitable, however, to make a few suggestions.

It is time that our modes and courses of instruction were changed in many particulars, and the supervising powers should be able to make these changes and see that they are properly carried out. We have followed old and profitless methods long enough, until a great many think that no improvement can be made. In this article, I will mention but one, although there are others quite or nearly as important which I may allude to hereafter. I mean the method of teaching and of studying English grammar. And here let no one think that I underrate the value of this study. On the contrary, because I think it so important, I object to the unprofitable way in which it is carried on. The history of language is the history of the human mind, and, if it could be written completely, would be more valuable than all other histories.

Let us see how this matter is managed. At the age of ten or twelve years the boy and girl are set to study grammar in some one of the innumerable text-books, none of which is fit for its purpose. As soon as they learn to distinguish with tolerable facility the different parts of speech, as they are called, they begin parsing, an operation too well known to need description, and at that they are kept so long as they attend school. The natural process which deduces the laws from the language is ignored, and hence it is not uncommon to find persons who have studied grammar for years, and can parse very satisfactorily, who cannot write their thoughts in intelligible and grammatical language.—The method spoken of is necessary in studying the dead languages, and thence we derived it, but even in the study of Latin, mere parsing will never make a scholar. The only thorough Latin scholar is he who can write Latin correctly, an accomplishment infinitely above that of parsing mechanically.

Nine-tenths, then, of the time and labor spent in the study of English grammar at present, is wasted. It is as though one should learn the names and uses of the various parts of a steam-

engine by taking them apart, but should never learn to put them together and make them work. He might gain something in absolute knowledge and mental discipline, but he certainly never would make an accomplished engineer.

Now, our language was made to use, and a method of instruction which does not teach our children to use it with facility and propriety must be fatally vicious and defective. It is true, undoubtedly, that if a child learn his native tongue from those who speak it correctly, he never will need to learn the rules of grammar as a guide in writing or speaking. But, unfortunately, few children in this country are so blest. If papa and mamma in the parlor are *masters* of their language (pardon the seeming impropriety, Mr. Editor, these are days of women's rights), Master Tom and Miss Ettie (or whatever the name be that ends in *ie*), will have abundant opportunity to learn of Bridget in the kitchen or of John in the stables, or of their playmates in the streets, expressions which, if not lacking in morality and refinement, would have shocked the grammatical soul of the lamented Goold Brown.

Just here is one great work for our schools; to *train* the rising generation to speak and write their mother tongue,—the best and noblest language in all respects the world has yet heard,—with purity and propriety, and to drive from use the many incorrect and slang expressions with which of late our language has been defiled. H.

A MODEL PRIMARY SCHOOL.

FROM A REPORT OF HON. J. D. PHILBRICK, BOSTON.

Go with me into a school kept by one of these meritorious teachers. Observe the condition of the room,—its neatness, order, cleanliness; look into the happy faces of the pupils, reflecting the intelligence and love beaming from the countenance of their teacher. They have evidently come from homes of extreme poverty; but notice their tidiness, and especially the good condition of their heads and hands; and see their position in their seats,—neither stiff and restrained, nor careless and lounging, but easy and natu-

ral. The temperature, you will perceive, is what it should be; and the atmosphere uncommonly wholesome for a school-room,—no roasting by stoves, or shivering in chilling drafts of air. What skill and care and patience, on the part of the teacher, have been employed to produce this state of things! Now witness the operations going on. The windows are opened more or less, according to the weather. The bell is struck, and the pupils are brought to their feet; they perform some brisk physical exercises with the hands and arms, or march to music, or take a lively vocal drill according to Professor Munroe's instructions. In five minutes the scene changes: the windows are closed, half the pupils take their slates with simultaneous movement, place them in position, and proceed to print, draw, or write exactly what has been indicated and illustrated for them as a copy. The rest stand, ranged soldier-like, in a compact line, with book in hand, and take their reading-lesson. No one is listless or inattentive. Sometimes they read in turn, and sometimes they are called promiscuously, or they are permitted to volunteer; or the teacher reads a sentence or two, and the whole class read in concert after her; or they are allowed to read a paragraph silently. Now a hard word is spelled by sounds; then there is thrown in a little drill on inflection or emphasis. Many judicious questions are asked about the meaning of what is read, and all useful illustrations and explanations are given with such vivacity and clearness that they are sure to be comprehended by every pupil and remembered. The time for the lesson quickly glides away, every pupil wishing it would last longer. A stroke upon the bell brings the whole school to position in their seats; the slates are examined and returned to their places; a general exercise on the tablets, or an object-lesson, follows. If the latter, perhaps it is on colors, the teacher having prepared for this purpose little square cards worked with bright-hued worsteds, or the children have brought bits of ribbon or colored paper or water-color paints—very likely some one has brought a glass prism to show the colors of the rainbow. A verse or two of poetry on the rainbow is repeated. Now comes the music. A little girl takes the platform, and, with pointer in hand, conducts the exercise on

Mason's charts. She asks about the staff and notes and bars and clefs. They sing the scale by letters, numbers, and syllables; and close with a sweet song. They are next exercised in numbers, not in mere rotation of table, but by combination with visible objects, —the ball-frame and marks on the black-board,—writing figures on the slates being interspersed with oral instruction. And thus goes on the whole session. You would gladly remain the whole day, such is the order, harmony, and cheerfulness of the school. You see that the children are both pleased and instructed, that they are wisely cared for in all respects. Neither body, mind, nor heart is neglected. The teacher is happy. She is happy because she is successful, because *her heart is in her work*. She has the *right disposition*, and this qualification multiplies tenfold all others.

This is no fancy sketch, nor is it a flattering picture of some single school; it is only an imperfect outline of what may be seen daily in not a few schools. I say to myself, all honor to the admirable teachers who have made them such!

SPELLING AS AN EDUCATOR.

With pupils who can write with facility, the spelling-lesson may be made a means of culture. Some one has justly remarked of labor, that he who gets only his pay is cheated. So we regard the pupil, who has nothing to show for the years of labor bestowed upon spelling, but the mastery of the written forms of words, as certainly cheated. True school-work has in it something for both mind and heart, something which makes wiser and better. The pupil goes from the recitation knowing or feeling something new.

A slavish adherence to the mere letter of the lesson destroys the spirit of culture. It is possible that the child, who learns nothing but spelling from the spelling-lesson, may become a good speller, but it is also possible that he may grow up ignorant, narrow-minded, and even vicious—that is, that, as far as good is concerned, he shall be an uneducated person. Such characters we sometimes

meet—dare we say that they are not produced in school?—but we have no desire to increase their number.

We like the skill, but do not wish to purchase it at the expense of character. It is not enough that school-exercises be not bad for the mind and heart; they must be positively good. The primary idea of the school is that of true culture, and not that of technical learning. It is to assist weak and ignorant children to grow up into wise and strong men and women. Every lesson must tend to this end. All school-work should be educative. A word in due season, a remark, a question in the middle of a lesson, brought in as collateral to the subject, may prove of great benefit. All educators insist upon the value of indirect instruction. Experienced teachers have observed the willfulness of children's minds, and that their attention cannot be forced. We may take advantage of these known characteristics. "Being crafty," let us "catch them with guile."

Our school opportunities of indirect instruction have been, like mountain-streams, running to waste; let us now collect them into one channel, and systematically apply them to the education of our pupils. This exercise shall be known as spelling. As it bears this name, and has no other apparent object than to teach the written forms of words, we have the pupil's mind ready to receive any impressions which we may choose to give. He is free, free to accept or reject anything we give him, and this is the best reason in the world why he should accept it, if it is good. We place food before him, but do not press him to eat. We do not ask whether he has eaten, much less whether he has digested it. We know that if the food is of the right kind, he will eat it, digest it, and it will make him grow. We know, too, that all this goes on best in silence and in secret. The grandest forces of nature are quiet and secret in their operation. With the mysteries of growth she permits no tampering. Such thoughts and perceptions as come unsought, and pass unconsciously into our being, make us what we are. The true educator must be content to labor in secret. He who is willing to walk by faith and not by sight, who is satisfied with the approval of his conscience, and his God, he whose heart's desire is in age to

look back upon a life spent in toils for man, he, and he only, is ready to adopt a system of indirect instruction. He who must have immediate applause at any cost, he who has no faith in anything which he cannot see, need consider this subject no further; for "per cents" are no more tests of the work we propose than the ruler and calipers are tests of the effects of beefsteaks. We may make our spelling-lesson tell upon almost any part of the pupil's education. One of the first things of which the teacher would think would be to make the spelling a language-lesson. In this way we may increase the scanty store of words possessed by our pupils, may compare the uses of words, and may practise writing those which are already more or less familiar. Whatever we do, we will proceed from things to words, and from spoken to written words. That is, we will teach spelling objectively. Let us take for example a "Lesson on a Rope." By questions we obtain from the class, say, the following words:

1 rope	5 cable	9 string	13 pack-thread	17 sea-grass
2 strands	6 cord	10 thread	14 cordage	18 linen
3 rope-yarn	7 line	11 wrapping-yarn	15 hemp	19 rope-maker
4 twisted	8 twine	12 wrapping-twine	16 cotton	20 rope-walk

These words are written on slates as fast as they are found. If the class are unable to give a word when asked for, we call especial attention to the idea, and then give the word. If the lesson contains more than two or three new words, it is too hard for the class. The second and third words of our lesson are the parts of which the rope is composed; from the fifth to the thirteenth are the names of things of the rope-kind, ending in cordage, which covers them all. The other words describe materials, and hint at manufacture.

The words written, we correct errors in spelling. Let the first pupil write the first word on the board, and all compare their slates with what he has written. Proceed in like manner with all the words. Practise upon the words as a review lesson till they are fully learned. The skillful teacher will bring this lesson within reasonable limits. The number of words should not exceed twenty. The words are written in columns and number, but do not begin with capitals unless for reason.—*W. W. in National Teacher*.

TOO MUCH TALK IN SCHOOLS.

MRS. PARTINGTON, in speaking of a certain well-known person of reputed eloquence, says, "He is a very *fluid* man." Now this exactly expresses what seems to us the difficulty with many teachers, and one which it is the tendency of the times to increase rather than diminish. The true principle is laid down that a teacher *must* have life, animation, and power,—that he is not a mere machine to hear lessons, or to keep order; and the young teacher (and many that are not young teachers), hearing this, thinks that it must be lecturing and talk that are meant; and so he lectures, and talks, and explains, and is fluid, and dins, and repeats, and explains, and exhausts himself, and finds that, after all, his pupils make but little progress; and then he becomes discouraged. There is too much talk in our schools, and not enough thought. To some the teacher is merely a person put to turn the crank of a huge sausage-machine to stuff the gaping children who are waiting to be filled. Of course, then, the faster he turns and the more clatter of machinery there is, the sooner they will be filled and the job accomplished.

We are always distrustful of the teacher whom we find talking much in school. The mighty swell and flow of *life* go on silently, the heart-beats may be heard, but they must be listened for; the rivulet babbles, but the Mississippi marches on majestic to the sea, and bears on its bosom the commerce of a nation.

Says one: Words were invented to conceal our thoughts; and it is too often the case in schools. Then, O teacher, don't talk to your pupils on any subject till you have thought it out *clearly* for yourself and have put it in the simplest form; and, above all, do not cover the idea with words. Make your pupils talk to you; make them explain to you; show them their difficulties by adroit questioning, and lead them up to make the discovery of principles and of demonstrations for themselves. A principle discovered for one's self becomes a part of one's being, while one simply told by another is like the water gilding on cheap china; the first hard rub takes it off.

We once visited two schools standing side by side. In the one

all was quiet,—no loud talking, no lecturing, but the whole room was pervaded with life and work. In the other, the teacher was wearing herself and her pupils out by her constant talk and laborious efforts; and yet there was not so much real life in her school as in the other. The one drew out, the other poured in; and a little reflection would have taught her that it needed not the rush and roar of Niagara to fill a pint cup. The one could teach without breaking down, the other in a few years would be compelled to leave the profession.

We would apply this especially to the so-called object lesson. It is of little value unless the pupil does the work, and not the teacher.—*Illinois Teacher.*

THE SCHOOL-ROOM.

It is very pleasant to go through many of our modern school-rooms and notice the care which has been taken to make everything comfortable and cheerful. The light has been so arranged that the eye is neither dazzled by glare or wearied by gloom; ventilation has been secured in proper kind and degree, so that headache cannot often be complained of there; the desks are adapted in height to the size of the sitter, and the chairs have comfortable backs; pictures are on the walls, an attractive library is accessible, and the polished brass and glass, in the case of apparatus, add to the general effect. Would that *all* school-rooms were comfortable and cheerful! Yet where they are not, much can be done to improve them, and this with but little expense. Even if hard benches and inconvenient desks are the furniture of four bare walls, there may be *something* done to make the place *seem* comfortable and cheerful, if actual improvement is impossible.

Let us suppose the worst case possible—possible, I mean, now-a-days, and try to improve it.

1st. Arrange the desks and seats in some way, so that each pupil can find support for his back and rest for his feet. It need hardly be supposed that this is impossible.

2d. "Tinker" the window-frames, so as to be able to lower the upper sash a few inches. Get calico curtains, if there are no blinds; they will cost about ten cents each.

3d. Cover all holes and ink-spots in the wall with white paper, neatly pasted on; but cover up no dirt which can be washed off. Let the floor be clean and the windows clear.

4th. Tack engravings on the walls, the best you can find; wood-cuts, from newspapers, are better than nothing. Inland boys like ships and steamers, and sea-scenes generally, while boys who live near the coast prefer hunting scenes, and rocks and woods. Maps of the country, the State, the county, town, ward, and block are desirable.

5th. On the ceiling, draw neatly—in charcoal, if you can do no better—the solar system. Make the sun in red chalk; give the planets their relative size and orbits; let a bushy, red-tailed comet enliven the sketch. On the side wall draw a long black line, five and a half yards long, to represent a rod; divide the line into yards, one of the yards into feet, and one of the feet into inches. In various spaces, otherwise unoccupied, draw, distinctly, a square yard, a square foot, a cubic foot, an equilateral triangle, and other similar outlines. Let the walls be covered with instruction and amusement for the eye. At first, these figures will attract attention from studies; but in a few days the novelty will have worn off, and although they may attract, they will not distract.

What a change comes over the dreary old room! What a change over the scholars!

There are many *little* matters which affect the success of a teacher's daily duties. Is the black-board warped, and cracked, and scratched? Take it down, screw a "cleet" on the back, putty up the crack, and paint it black again. There is no expenditure here of anything but a little labor, except for the paint, and that may be made trifling if a few cents' worth of lampblack, a little camphene, a flannel rag, and ingenuity are used. Perhaps the chalk is "scratchy." Buy some crayons, if you can; if not, make them. Your boys will help you; and, in a few hours, at an expense of half a dollar, you can make enough to last for a whole term, and

the improvement will pay you for your trouble. Have a ledge on the bottom of the black-board, to catch the falling chalk-dust, and to hold "the cleaner." The cleaner may be a stick two inches square and six long, wrapped around with canton flannel.—*Root's "School Amusements."*

RESIDENT EDITOR'S DEPARTMENT.

SCHOOL LEGISLATION.

WHAT our law-makers at Augusta, at their recent session, attempted to do, what they did do, and what they did not do, is pretty well known to all the readers of the *Journal*. In the line of Educational legislation, our Solons have not, we think, covered themselves with glory. We are sorry that the free High School bill was defeated, for it would have been an entering wedge for better things in the future. The compulsory law should also have been ratified, for there is no doubt that it is actually needed, and that it would, in a great measure, remedy a very serious and a growing evil.

The mill tax, so called, will be quite a help to the sparsely populated sections of the State, but it is rather hard upon the cities. It is not, it must be confessed, exactly in accordance with the spirit of our institutions to tax one portion of the people for the especial benefit of another locality.

The abolition of the supervisors was a mistake. That the people have not realized the benefit they anticipated from the system is not only probable, but, most likely, very true. The fault was not, however, so much that of the system, as of men,—of a portion of the incumbents of the office. When the law was passed, it became the duty of the State superintendent to appoint sixteen men to look after the educational interests of their several counties. We have always thought that Mr. Johnson did as well as any man, under the circumstances, could be expected to do. The pay offered was very small, and the appointments were to be made without delay. The office was a new one in the State, or new to the present generation. It is not always easy to tell how well a man will succeed in a new sphere of duty. Men must develop themselves, and show their fitness, or unfitness, for their positions.

Soon after the supervisors were set to work, it became apparent that some of them were not the men for their places. Some were fossilized, some were not apt in getting at the people and the teachers, and others were visionary, preaching moonshine and all sorts of impracticable theories. Those persons should have been lopped off speedily, and others who promised better put in their places. We are not certain, at this present writing, whether such a course would have been the duty of the superintendent, or of the governor and council; but it should have been done. Had it been done fearlessly and prudently, the system would have stood better in the estimation of the people, and, in all probability,

would have been in full force at this time. They who charge the legislature with rashness, do not strike the nail fairly upon the head; for their constituents very generally had lost, or rather had never acquired, confidence in the system. The particular manner in which it was abolished, may be a subject of criticism; but the representatives of the people were backed up by a strong feeling at home that the supervisory system must be made more efficient and serviceable, or be done away with.

We are sorry that things came to the crisis just as they did. But the friends of education should not lose hope. Something must be devised that will give us what we need. We have always believed, and are now as confident as ever, that a number of general agents, properly selected and well paid, would do more and better work, and for less money, than a man from and for each county. But it will take time to remedy past mistakes. Let us be patient, and hope that there is "a good time a coming."

STATE SUPERINTENDENT'S REPORT.

In our January number we gave from advanced sheets some of the leading paragraphs from this report, together with the general statistics. The report has just (March 23d) come to hand in full. Mr. Johnson speaks well of the Normal Schools which are doing a good work, and gives the reports of the principals of those schools. The reports of the county supervisors are published at length, and some of them are interesting and instructive. The principal topics of which Mr. Johnson treats are: Teachers' Institutes; County, Town, and City Supervision; Graded Schools; Methods of Instruction; School Revenue; Academies; Madawaska Schools; School-houses, etc.

The report seems to be written with more care than in some past years, and gives a very good exhibit of the educational status of Maine, as it actually exists. The appendix has the usual summary of the returns from the several towns and plantations, with extracts from their reports, etc. There is also a very full course of study given, which is pursued in the schools in Rochester, N. Y.; it will be profitable for teachers and committees to examine.

We have been obliged to prepare this notice before we have had time to read this report in full, but we hope to give more time to it, and shall perhaps give some extracts in a future number.

The Normal Schools of Minnesota.—The young State of Minnesota is doing nobly in the work of popular education. She has three State Normal Schools, one located in Winona (established 1864), in charge of Prof. Wm. F. Phelps, having 110 students training to become teachers; a second in Mankato (established 1868), in charge of Mr. Geo. M. Gage, formerly principal of the State Normal School at Farmington in this State, and having 132 normal students; and a third in St. Cloud, Prof. Ira Moore, principal, with 55 teacher-students. Mr. Gage, whose friends throughout this State will be glad to learn of his prosperity, has associated with him seven assistant teachers, among whom are Miss Julia A. Sears, formerly a teacher in the school at Farmington, and Miss Anna V. Whittier, a teacher some years ago in the city schools at Lewiston, and a graduate of the Farmington school.

EDUCATIONAL INTELLIGENCE.

THE NEW BRUNSWICK SCHOOL SYSTEM.

New Brunswick has just adopted a free school system for the whole province. It has many excellent features, much superior to the Maine system. In the first place, it is entirely unsectarian; in this respect like that of Maine. It has no school district, the parish, corresponding to our town, being the smallest unit of school power; vastly better, in this regard, than the system of Maine. It contemplates a school in every hamlet at least forty-four weeks in a year. All teachers must have certificates of graduation from the training schools. These certificates are divided into three classes, and the teacher's pay varies with the grade of certificate he holds. What an infinite advance on the Maine system of certificating teachers! Whence does the Province get the power to enforce these regulations? In the sources of school revenue. There are three; First, the government gives from the treasury of the Province one hundred and ninety dollars per year for a first-class teacher, one hundred and twenty dollars for a second-class teacher, ninety dollars for a third-class teacher, per year of forty-four weeks' teaching. Second, the government fixes the minimum of thirty cents per head county tax, which must be assessed on the taxable property of the county. Third, each parish must assess upon the property of the parish an amount equal to the amount received from the government. The officers of the system are, 1st, a provincial superintendent; 2d, sixteen district inspectors, who have the power to examine the schools, and by the quality of work done, determine whether the teacher's certificate shall be changed in grade, and, consequently, the amount of pay to be received by the teacher. Below these provincial officers are the school trustees of each school precinct or parish, elected by the people, serving without pay, and having the power to assess taxes to an amount not more than two per cent of the taxable property, for the building and repair of school-houses. Compare this system with that of Maine, and then let us stop our brag.

GLEANINGS FROM THE NATIONAL REPORT OF EDUCATION.—The Commissioner of Education reports a list of contributions to Educational Institutions by private citizens, amounting to about $8,500,000. We give below the amount received by each of twenty-three States. Massachusetts and California receiving more than all the rest:

Massachusetts	$2,502,000	Minnesota	$50,550
California	2,000,000	Kansas	50,000
Connecticut	845,665	Virginia	45,090
New York	765,000	Rhode Island	24,000
Indiana	535,025	Ohio	23,250
Illinois	391,000	Michigan	15,000
New Jersey	323,500	South Carolina	13,000
Pennsylvania	312,000	Oregon	5,000
Missouri	205,000	Tennessee	4,000
New Hampshire	168,000	Louisiana	1,090
Wisconsin	80,000	Georgia	1,000
Iowa	75,000		

Of these donations, Harvard College receives $460,000; Yale College, $319,865; Washington University, St. Louis, $205,000; Dartmouth College, $121,000; Princeton College, $223,500. Of these individual donations, two were each of $1,000,000 or over, and twenty-three were each of $100,000 or over.

Alabama, Arkansas, Delaware, Florida, Kentucky, Maine, Maryland, Nebraska, Nevada, North Carolina, Texas, and West Virginia had no individual benefaction amounting to $1,000. The number of colleges in the country is three hundred and sixty-eight. With 2,962 instructors, and 49,827 students; 28 are under State supervision, one of a city, and one of the Masonic Fraternity. Of these colleges, seventeen are in the New England States. Of those under religious control, the Roman Catholics 54, Baptists 38, Methodist Episcopal 35, Presbyterian 25, Congregationalists 19, Protestant Episcopals 16, Lutherans 16. One hundred and fifty-eight colleges instruct males only, while ninety-nine admit both males and females. There are 136 institutions exclusively for the superior instruction of ladies, having nearly 13,000 pupils, with, 1,163 instructors.

MISCELLANEOUS.

One of the finest mathematicians in the world, who has greatly reduced and simplified astronomical calculations, is Ramsammie, of Delhi, Hindostan, and at Benares, India, is a college which perhaps has no superior in the teaching of languages. All the modern languages in general use, Sanscrit, Greek, and Hebrew, are taught by professors of great learning and marvelous skill. An informant has heard a native speak English and French with such ease and fluency, that had he not seen his face, he would have at once taken him to be an American. One would be surprised to see the extent and value of the libraries owned by Brahmins and Parsees.

Rev. B. G. Northrup, superintendent of schools in Connecticut, has just spent six months in Europe, where he visited more than 1200 schools. Since his return, the Japanese embassy have invited him to go to their country and assist in organizing a system of schools on the American plan. Salary, $10,000 a year in gold. It is said he will accept.

Illinois has a Normal University, with an endowment of $300,000. New York has eight Normal schools, for the support of which $150,000 are appropriated annually. Massachusetts has five, Vermont three, and New Jersey and Connecticut each one.

Prof. Dollinger, now quite conspicuous in the religious controversy of Europe, although a German, neither drinks nor smokes. He does, however, indulge in one luxury: a library of 30,000 volumes.

Virginia has 2,800 public schools in operation under the new school law.

Boston expends $30,000 annually for musical education in its public schools.

Chicago pays her teachers according to their efficiency, making no distinction between males and females.

The State School Commissioner reports that 108 school-houses were erected in Ohio during the year ending with September, 1871.

Mount Hood, Oregon, is throwing out a dense column of smoke, indicative of active volcanic action.

Philadelphia proposes to establish a Zoological Garden.

There are 391 log school-houses still in use in Pennsylvania.

Prof. Chadbourne, formerly connected with Bowdoin college, but for several years Chancellor of the University of Wisconsin, has returned to Bowdoin as an instructor once more. Whether permanently, or not, we are not informed.

Rev. S. H. McCollister, formerly principal of Westbrook Seminary, and lately settled over a parish in Nashua, N. H., has been elected President of Buchtel college at Akron, Ohio.

The Trustees of Trinity college at Hartford, Conn., voted, on Thursday, 12 to 4, to sell the college grounds to the City for $600,000, for an addition to the park and as a site for the new State House.

In New York City, last week, the corner-stone was laid for a new Normal college. The building is to occupy the entire block between 4th and Lexington avenues and 68th and 69th streets, and is to cost $350,000.

The Columbus, Ohio, school board have voted to pay colored teachers the same price as white teachers for the same grades of work. Only one vote was given in opposition.

BOOK TABLE.

HAGAR'S ARITHMETICS. Philadelphia: Cowperthwaite & Co.

In the November number of the JOURNAL we announced the appearance of this series of arithmetics, by the principal of the State Normal School at Salem, Mass. Since that time we have examined the books carefully, and have taken some pains to ascertain their peculiar features. The series consists of three numbers: Primary Lessons in Numbers; Elementary Arithmetic; and the Common School Arithmetic. They are so constructed, however, that the first two books will answer for those whose course is necessarily brief, while the first and third will also make a complete course. The books bear unmistakable evidence of having been prepared by a practical teacher, while they are at the same time entirely free from the "smell of the shop."

Throughout the entire series to the end, mental and written work are combined; a most excellent feature, and one that enables the teacher to defer difficult mental problems until the pupils' progress is such as to make their solution within his reach,—a thing impossible by the plan upon which many of our elementary arithmetics are prepared. The systems of questions, definitions, exposition, and illustration of principles, are such as to lead the pupil to an easy and thorough understanding of the subject before him, and most excellent problems for practice and test-questions for review are given in such a way as to compel the learner to apply his knowledge as fast as it is acquired. The language of the definitions, explanations, and rules is remarkable for its transparency and propriety, and the pupil can be in no doubt as to what the author means. The problems deserve especial notice for their eminently practical character. They are like the problems of actual business. Factoring, usually very imperfectly understood by pupils, is treated with wonderful clearness and success. Percentage is treated as percentage, and the pupil is kept strictly to the idea that when he is computing interest he is invariably finding so many hundredths of the principal. No method can be more philosophical, and none can be easier to learn or to explain. The chapter which treats of the roots is to us one of the most satisfactory chapters in

the book. We have heard the author illustrate his methods upon this subject before teachers' institutes to their great satisfaction and delight.

We regret that the limits of our pages will not allow us to speak more in detail of these books. We regard them as superior, in many very important respects, to any arithmetics we have ever examined. They constitute a very happy presentation of the science of numbers, and we earnestly commend them to the careful consideration of teachers. Their practical character has been highly praised by business men who have examined them, and they have already been adopted in places where an adoption cannot be regarded otherwise than a compliment.

SHAKESPEARE'S LIFE, ART, AND CHARACTERS. 2 vols. By Rev. H. N. Hudson. Boston: Ginn Brothers.

It is becoming more and more evident every year that Shakespeare will ere long become a common text-book in school. We shall welcome the day. Next to the Bible, the works of the "bard of Avon" contain a truer transcript of the human mind than can be found between the covers of any other book. We are glad, therefore, that Mr. Hudson has produced these volumes. They contain a very full and candid exposition of the life and genius of Shakespeare, a masterly anlysis of the principal characters in twenty-five of his best plays, and an historical sketch of the origin and growth of the drama in England. Indeed, they are a complete handbook for the reading and study of Shakespeare, and throw a flood of light upon works of the great author. Few men have made Shakespeare a more thorough study than the author of these volumes, and no person, within our knowledge, has given so much lucid exposition and wholesome criticism for the assistance of the reader and student. The person who has these volumes in his library has a treasure worth five times their cost. We hope teachers and all readers and admirers of Shakespeare will obtain and read them.

Mr. Hudson is also furnishing, through the same publishers, an admirable edition of Shakespeare for the use of schools. The volumes, each containing several plays, can be had separately if desired, and the plays are also published separately, in paper covers, at a very reasonable price.

A MANUAL OF ENGLISH LITERATURE. A Text-book for Schools and Colleges. By John S. Hart. Philadelphia: Eldredge & Brother.

The author of this work, long a successful teacher, has here given us the benefits of his experience and good judgment. His book is intended both as a text-book and a book of reference. Beginning with a brief outline sketch of early English literature, he takes up the principal authors, from the earliest times to the present, and gives a brief outline sketch of each, with a list of the works and criticisms upon the same. The number of authors treated, the list of works given, and the amount of information furnished far excel anything of the kind to be found in any one text-book on English literature that has ever come under our notice. The ingenuity with which so much valuable matter is condensed and still making the page an attractive one, is worthy of especial notice. We hope to refer to this book again.

THE AMERICAN AGRICULTURIST, published by Orange Judd & Co., New York is a quarto monthly of 40 pages, at $1.50 per year. This is a wide-awake, live journal, and every number is profusely illustrated, giving a positive and practical idea of its suggestions, so that any one can take up the matter under discussion and carry it out in detail without fear of mistake.

TRAVELS IN ARABIA. Compiled and arranged by Bayard Taylor. New York: Scribner, Armstrong & Co. Portland: Loring Short & Harmon.

This is the third volume of the Illustrated Library of Exploration and Travel, and well sustaining the series so well begun. Arabia is a country of great interest, and surrounded, in literature, with a singular oriental charm; yet it has not been so often visited by reliable travelers as to make it trite. Mr. Taylor has given us the choicest information and incidents from all the best travelers. The book is elegantly bound and illustrated and furnished with a good map.

BARNES'S NOTES; on the First and Second Epistles to the Corinthians, and the Epistle to the Galatians. 2 volumes. Revised edition. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

We are glad to welcome two more volumes of this standard family commentary. They appear in a revised form, and are worthy of a place in every household.

THE ADVENTURES OF OLIVER TWIST. By Charles Dickens. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The Harpers have given us, in a very attractive form, which they call the Household edition, one of the earliest and best of Mr. Dickens' works. Oliver Twist has become a classic. The illustrations and bindings are very elegant. With Oliver, many people will say—*more!*

THE LOVELS OF ARDEN; and CECIL'S TRYST, make up Nos. 369 and 371 of Harper's Library of select novels.

We have never seen a volume of this Library that was exceptionable. The present numers are interesting and healthy reading.

MUSIC AND MORALS. By Rev. H. R. Haweis. New York: Harper and Brothers. Portland: Loring, Short & Harmon.

This book needs to be read in order to be appreciated. It shows the connection between music and morals, and the influence of music on individual character, and upon society. There is, also, much information and wholesome criticism in the book.

PRIME'S TRAVELS AROUND THE WORLD. By Edward D. G. Prime. New York: Harper and Brothers. Portland: Loring, Short & Harmon.

The author of this book made the tour of the world leisurely, and visited the most interesting countries and localities; including some not often visited by tourists. He has given us a most excellent account of what came under his observation.

TWENTY YEARS AGO. From the Journal of a Girl in her Teens. Edited by the author of John Halifax, Gentleman. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This volume is the actual experience of a girl in the exciting times of 1851. It is as thrilling as the period to which it refers, and leads the reader on with increasing interest.

THE AMATEUR MICROSCOPIST. By John Brocklesby. New York: William Wood & Co.

Microscopy has made wonderful strides during the past few years, and the appearance of this book is very opportune. Prepared by one who stands high in science, and illustrated with nearly 250 figures, it will be a most useful companion to the student and amateur of science.

LIPPINCOTT for this month continues Whymper's Scrambles among the Alps, than which we have seldom read a more interesting series of papers.

MEMOIR OF ROBERT CHAMBERS, with Autobiographic Reminiscences of Wm. Chambers. New York: Scribner, Armstrong & Co. Portland: Loring, Short & Harmon.

The great publishing house of the Chambers has long been one of the institutions of Edinburg. The brothers Robert and William were poor boys who, by great self-denial and perseverance, acquired the rudiments of an education, and built up a business as publishers and writers that has given them a world-wide celebrity. We advise every young man to read this book; and if he can read it without resolving to do something and be somebody in the world, then there is not much in such a young man. The book is wholesome and elevating.

In the PHRENOLOGICAL JOURNAL for April, we find an abundance of that which is pleasant to read and good to remember. For instance, sketches and portraits of W. H. Aspinwall, the eminent merchant; Robert S. Candlish, D. D., successor of Dr. Chalmers, of Edinburg; The Engineers of the Mt. Cenis Tunnel; besides admirable articles on Right and Wrong Views of Life; Inebriate Asylums; History of Photography in America; Homes of Famous Americans, etc.

HARPER for April has illustrated articles on the city of the Little Monk; The Mountains; Naval Architecture, Past and Present; The Story of Tammany; and The Social Palace at Guise.

The Mare Island Navy-yard, and Hidden Treasures (mining) are the titles of two good and well-illustrated articles in SCRIBNER for March. Back-log Studies continue as interesting as ever.

NEW FORM OF WRITING BOOK.—Messrs. Ivison, Blakeman & Taylor, the publishers of the Spencerian system of writing-books, have just issued a new form of book invented by Mr. N. P. Beers. It is so arranged as to keep the leaves of the book covered and protected from soiling, even while writing, and furnishes, also, a pad upon which to write and support the hand. Teachers will do well to examine them.

GODEY for April is as attractive as ever. See club-list *reduction.*

THE WILD GEESE do not regard Dr. Ayer's wisdom in migrating north—such immense numbers of them as are flying over us now, while his almanac says: "Bleak and blustering about this time, with heavy snow."—*Cedar Rapids (Ia.) Times, March 3.*

We were too fast last week in our item on the conflict between Dr. Ayer and the wild geese. The Doctor's science beat their instinct this time. Not for years have we had such a snow-storm as that of last Sunday. The snow lies three feet deep on a level in Minnesota and two feet in Wisconsin, while the storm has swept from the Atlantic to the Rocky Mountains. Snow fell to various depths as far south as Denver, Fort Union and Santa Fe. Learned as we believed Dr. Ayer in the arcana of nature, and wonderful as we knew his medicines to be, we were not prepared for so signal an instance of his superiority, not only over the wise men, but the wisest of animals, whose instinct is considered unfailing. We drive up the peg, more firmly than ever, over our hearth for Ayer's American Almanac.—*Cedar Rapids Times, March, 10.*

SOME LADIES suffer dreadfully with the headache, and this causes their hair to fade. NATURE'S HAIR RESTORATIVE is a sure remedy for the ache, and will restore the color of blanched, gray, or faded hair.

TEACHER'S BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

GENTLEMEN.

No. 1. A graduate of Bowdoin College desires a situation to teach during the Spring or for a year. Has had experience as principal of Academies and public schools.

No. 2. Graduate of Nichols Latin School and Maine State Seminary. Had experience in Common, Grammar, High School, and as principal of Academy. Desires a situation as associate principal or assistant in a first-class Seminary or High School. Salary, $1000 upward.

LADIES.

No. 1. Has had nine years' experience in public schools; the last four in one Grammar School. Desires a Grammar School or situation as assistant in High School. Can teach French, Latin, and Higher English.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parenthesis being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary* (*$12.00*).

$8.50. *Littell's Living Age* (*$8.00*). *Lippincott's Pronouncing Dictionary of the World, bound in Sheep* (*$10.00*).

$8.00. *Contemporary Review* (*$7.50*).

$5.50. *Webster's National Pictorial Dictionary* (*$5.00*). *The Nation* (*$5.00*), *Every Saturday* (*$5.00*).

$5.25. *The Aldine* (*$5.00*), *the very best ART Journal in the country.*

$5.00. *Eclectic Magazine* (*$5.00*).

$4.83. *The Appletons' Journal* (*$4.00*).

$4.75. *Atlantic Monthly* (*$4.00*), *Harpers' New Monthly* (*$4.00*), *Harpers' Weekly* (*$4.00*). *Ladies' Bazaar* (*4.00*), or *Frank Leslie's Illustrated Newspaper* (*4.00*).

$4.50. *The American Naturalist* (*$4.00*), *Old and New* (*$4.00*), *Lippincott's Magazine* (*$4.00*).

$4.00. *The Scientific American* (*$3.00*), or *New York Independent* (*$3.00*), *and large and fine portraits of Grant & Colfax, which are sold at the stores for $4.00. St. Paul* (*$3.50*).

$3.75. *The Christian Union* (*$3.00*) *edited by Henry Ward Beecher, and also two beautiful Chromos, "Wide Awake" and "Fast Asleep," sold heretofore at $10. Godey's Lady's Book* (*$3.00*).

$3.50. *Phrenological Journal and Packard's Monthly* (*$3.00*), *Demorest's Monthly Magazine* (*$3.00*), *The Advance* (*$2.50*), *Good Words* (*$2.75*), *Sunday Magazine* (*$2.75*).

$3.40. *Good Words for the Young* (*$2.50*).

$3.25. *Oliver Optic's Magazine* (*$2.50*) *weekly or monthly.*

$3.00. *Our Young Folks* (*$2.00*), *Peterson's Ladies' Magazine* (*$2.00*), *Riverside Echo* (*$1.50*), *Portland Transcript* (*$2.00*), *Hall's Journal of Health* (*$2.00*), *Ladies' Friend* (*$2.00*).

$2.80. *Arthur's Home Magazine* (*$2.00*), *Good Health* (*$2.00*), or *Herald of Health* (*$2.00*).

$2.50. *The Manufacturer and Builder* (*$1.50*), *National Sabbath School Teacher* (*$1.50*), *Demorest's Young America* (*$1.50*), *The Nursery* (*$1.50*), or *The American Agriculturist* (*$1.50*).

$2.40. *Arthur's Children's Hour* (*$1.50*).

$2.25. *The Little Corporal* (*$1.00*).

$2.00. *Wood's Household Magazine* (*$1.00*), or *The Little Chief* (*$1.00*).

$1.85. *The Young People's Helper* (*.50*).

$1.80. *The School Festival* (*.50*).

THE MAINE

JOURNAL OF EDUCATION.

E. W. HALL, Editor for May.

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GEOMETRY IN GRAMMAR SCHOOLS.

It is related that Plato, when asked what would be his employment in heaven, immediately answered, "The study of geometry." Such a reply, from the author of so many truly original ideas, probably meant something more than studying a text-book, and demonstrating propositions on a blackboard. It meant the discovery of unknown properties of numbers, and most marvelous relations between various lines and angles. The rapture of discovering new mathematical truths, however, is a purer delight than belongs to the present age. It may be ours to constantly add to our individual stock of information fresh truths about lines and numbers, or to impart to the young under our instruction a knowledge of facts in mathematics, of which wise old Plato died ignorant.

We are inclined to believe that elementary geometry should find a place among the studies of grammar schools, and should be taught in the winter sessions of district schools. To find a place for it, we would lay aside arithmetic, after a certain proficiency has been acquired, and introduce geometry as an agreeable change in

mathematical studies, and as a proper means of preparing the mind for the advanced portions of arithmetic. It is a long and tedious journey at best to "go through" the arithmetic.

It is true that the scholars of Maine schools generally excel in arithmetic. They like a study whose difficulties are not so abstruse as to elude their juvenile grapplings. One may often find girls and boys who have, after a fashion, gone through their arithmetics before the age of twelve years. We are confident that all such apt students would be immensely benefited, if compelled to pause in their rapid career through the science of numbers, and give one year, or six months, to learning something about the science of mathematical figures. They would at least learn the alphabet of geometry, the fundamental definitions and the simpler propositions, all of which would be a new revelation of useful truths.

How much better is such an employment of a pupil's time and energy, than toiling despairingly over the miserable puzzles which lengthen out the pages of school arithmetics! Our observation has been, that the elements of geometry appear, to most pupils, like an open door into a fairy land, of which they had not dreamed, full of pleasant surprises. "Everything is so true, and seems so wonderful," said one, to whom the study was new. The teacher will find a lively interest manifested in drawing the various diagrams with neatness and accuracy. Here is a good opportunity to train the eye and hand to correct delineation.

It must be borne in mind that we do not advocate the introduction of Playfair's Euclid, nor of Davies' Legendre, to classes in grammar schools. We mean to urge the adoption of some elementary treatise, of which there are several before the public, which skillfully present the elements of the science in a manner at once comprehensible and attractive to young minds.

Mental discipline of great value must result from the succession of lessons in accurate demonstration, a discipline all the more useful because acquired by this means at an early age. With the growth of the reasoning powers, and the acquired habit of exact, concise expression, the future course of any pupil becomes rapid. The mind has gained new weapons, and learned how to use them.

The two results named above always follow, in a greater or less degree, the faithful study of geometry, even in its elements, which are now brought within the reach of younger pupils. At all events, the experiment may be tried, of less arithmetic and more geometry. E. W. H.

READING.

GOOD reading is very much needed in our schools; it is the foundation of good speaking, and one of the most desirable accomplishments to be sought for by the young especially. "The voice of eloquence is sweeter than that of song;" it is more important than music without it, and it is also exquisite music in itself. Good readers are *scarce* even among those who form our teaching force in every grade. We are at no loss to find good mathematicians, good geographers, good linguists and grammarians. But poor readers are the rule, and not the exception. This certainly ought not so to be. all agree.

Above all, the teacher should be a good reader; not only artificially, but naturally. He should have a thorough elementary training; clear, distinct, full articulation, and be a master of accent, emphasis, personation, expression, and elocution in general. He should be able to *read the sense of the piece*, not the form merely, but graceful, natural, easy; "talking what is written." Practice, experience, and close application will enable him to do this; excellence can be attained in any department only by close attention and indomitable will. Scholars learn much by example; if the teacher is able to give correct renderings of the different kinds of composition, the class, by imitation, will learn much faster than from dry rules and abstract principles. The teacher who never or seldom reads before his classes, giving example as well as precept, is not fit for his position, or is not filling it as he should. We believe in precept, example, and practice—teacher and pupils—all, and also that generally too little time is devoted to reading, and drill exercises upon principles of reading in the higher classes in

our schools. One thing is certain, they leave school vastly poorer readers than they ought to be, or might be.

Unless the teacher is a good reader, his scholars have no high standard toward which to approximate. They are left to measure themselves by themselves, and therefore are content with present stature. They cannot be expected to rise higher than their fountain-head of instruction, and the incentives to improvement and excellence in elocution and eloquence are very low. Good reading is not made one of the requisite points of qualification in teachers, as it ought to be, and is slurred over in examinations, and in many cases totally ignored. If teacher or scholar can leap along, either smoothly or "steady by jerks," with a fair ability of pronunciation, minding the "stops," especially the one known as "out of breath," he is considered a *fair* reader, despite the old school-house tone, monotonous and bare, despite the rendering of grave and gay, solemn and sublime, soft or sharp, in that scholastic dog-trot tone, that everlasting playing upon the one string!

We consider reading of the utmost importance, no matter who keeps school, or who the committee men are; we consider it, first and last, the Alpha and Omega, and were we to single any point upon which we would have a child perfected, could we have but one, we should say *reading*.

Concert reading, or reading in unison, we have found to work well in many instances in our common schools, when rightly conducted, and kept in due bounds. It gives each one of the class practice, and there is often an emulation excited very desirable and praiseworthy by this method. Selections made by the teacher, and occasionally by the class, drilled upon, rules and principles applied, and the sentiment and sense mastered will be great aids in reading other similar pieces, either alone or in unison. We have seen positive injury occasioned by the injudicious use of concert reading, and the teacher should be able to judge, and control, or abandon this form of reading altogether. We would introduce it for variety, never for exclusion of individual recitation; as an aid, not as a principal.

Prizes offered for the best improvement in reading often stimu-

late to unwonted zeal and effort. We would offer but one openly, and that to be awarded by the committee; they, from their situation and responsibility, would be the best and most appropriate judges. At the awarding, would also give two or three small *gratuities* to those who had made the most improvement next after the prize-taker; this coming unexpected, will serve to allay what little heart-burnings may arise between the more ambitious. The general practice has been, and is, to give prizes in the spelling classes, if at all, and ignore the other branches. Good reading includes ability to spell quickly and correctly, as well as to pronounce readily and accurately; it also includes a knowledge more or less of grammar, and when we forward reading, or stimulate the desire to be good readers, we are at the same time encouraging spelling, pronunciation, grammar, and all kindred topics connected with language.

We would rather a child would return to us a good reader, than a good performer on the piano-forte. Richer, rarer, more useful, and far higher in the scale of utility, is the ability to read well, than the advantages of music, in its commonly accepted meaning.

We would devote more time to reading, less to mathematics, and so apportion it that the larger classes and scholars should have ample time for study and practice in this all-important branch of reading. To read well requires familiarity with the piece to be read; this must be acquired by study and attention to it. Take short exercises, and never hear a reading exercise without it has been duly prepared. Insist upon it, see that it has its proper time and attention, and *drill* upon it till it is mastered. It is not how much, but how well; it is not to parrot it over, monotone it, drawl it, but to *read* it, to *talk what is written*, that you are seeking, if you are fit for your position and are seeking aright. It is time we understood these things, brother teacher, and a few plain words, truthful and to the point, can do no harm. Reading is a neglected yet all-important branch we all desire to see lifted up, carried forward, and made of highest utility. J. W. LANG.

WHAT THE TEACHER SHOULD BE.

Among teachers of ripe experience, those who have spent the better part of a life-time in the school-room, it would be difficult to find one who would not express his regrets that he had not had more preparation for the duties of his profession. The idea that a teacher needs to know no more than he is required to teach, and that he will in all cases be able to impart whatever he knows, is absurd, and has done infinite mischief to the cause of education, by encouraging incompetent persons to undertake the instruction of schools without any proper appreciation of the work they are required to perform. The teacher must not only be proficient in what he is expected to teach, but he needs an acquaintance with almost every fact and kindred branch of knowledge, for the purpose of illustration and explanation. It often requires much wisdom and skill to make even simple truths plain to the understanding of the young.

Teaching is not only a science, but it is also an art, and a peculiar one. It matters not how well informed a teacher may be, if he is wanting in the ability to convey clearly his ideas to others, and to reveal to the pupil the processes of acquiring knowledge and developing the mind, his best efforts, even, will be but a failure. In addition to a thorough knowledge of what he is to teach, he must know the powers of the pupil, and the kind of discipline to which those powers have been subjected; he must know how to correct, effectually, errors and deficiencies in knowledge and in training; how to gain access to mind—mind undisciplined, or perhaps badly taught; how to lead a pupil to a correct understanding of his own powers, and the best method of using them; how to draw out the mind in a way that shall give it strength, as well as enlargement; how to secure accuracy in processes and results; and he must understand, philosophically, the laws of development and growth, both of body and mind, and be able to adapt his instructions by ever-varying modes and processes, to the different capacities and circumstances of those under his care.

Not less in importance is the art of governing,—of school man-

agement and class management. Schools are not governed by force, nor by the rod; though the latter cannot always be dispensed with. A hearty devotion to the business, and an ability to read the character of pupils, and the motives which lie beyond their actions, are essential, but not wholly sufficient. The teacher must learn how to guide the exuberance of youth, to encourage the sluggish and spiritless pupil, to correct the careless and wayward, and to restrain the disobedient and vicious; how to be mild, yet firm; how to govern according to circumstances, and yet be unyielding; how to cultivate in the pupil self-reliance, conscientiousness in the discharge of every duty, respect toward superiors, obedience toward rightful authority, civility and kindness to all; and how to lead the youthful mind in the right way, and to inspire it with correct and exalted sentiments in regard to life and its whole sum of duty. Indeed the position and qualifications of the teacher may be included in a nutshell. Their sphere of duties is arduous, difficult, and responsible; requiring an ability to understand, and to measure the powers of the human mind, and to guide and shape them in their development and training. The better they are qualified for that sphere, the nearer they will come to an honorable and successful discharge of their duties.

We hear frequent inquiry for *profitable* teachers. Now all such inquirers should know that the most profitable teachers are, as indicated above, those who possess the highest qualifications for the work to be done. They are the teachers who have tact as well as talent; who have a sympathy with young people and a fondness for the business of teaching; who can control and govern a school by being its leaders and guides, and not its drivers; who are masters of the branches they are called upon to teach, and who can teach the subject in hand, rather than the text-book; who are familiar with the most approved methods of instruction and school management; who understand the philosophy of the human mind, and the principles and methods by which its faculties are to be developed and trained; who have enthusiasm and good common sense, and not sluggishness and indiscretion; and who can stand before their pupils as kind, companionable, well bred, and well-cultured gentlemen and ladies. A. P. S.

[Written for the Journal.]

LIGHT AFTER DARKNESS.

BY J. W. LANG.

LONE watcher on the towering height,
  See ye the tokens of the morning?
What are the lessons of the night?
  Oh, speak to us their warning!
Let not your eyelids droop or fail,—
  Cease not your vigilance or calling;
But faithful be till life shall fail,—
  Time is but eternity forestalling!

All on the lone, wide ocean sailing,
  With tossing wave and lowering sky;
The spirit low, the heart nigh failing,
  And wan despair so very nigh.
Take courage, and your sails be trimming,
  Place Faith at once at helm;
Soon lightly o'er the billows skimming,
  No adverse tide shall overwhelm!

The city's spires are just in view,
  Beyond the river's bending;
Then cling to duties old and new,
  While fast your life is spending.
By many a devious course we're led,
  By many a pathway lone and drear,
With lowering clouds about our head,
  To brighter fields and sunlight clear!

We are sorry to learn from a Hindoo astronomer that during the present year a blazing meteor will pass by the earth, and in the short space of twenty-four minutes destroy all vegetation and kill millions of people.

The late ex-president Lord closed thirty-five years service as president of Dartmouth College, with fifty cents of his salary in his pocket.

READING BEFORE LEARNING TO SPELL.

About ten years ago, much was said in favor of teaching young children to read, without requiring them to pay any attention to spelling the words they read. It had been observed that many children remembered the general appearance of a word, and were able at sight to call it by its right name, as they would remember the outline and name of any object represented in a picture. The application of this natural power of memory in youth, to the process of learning to read, was hailed by many educators as a wonderful discovery, destined to shorten very materially the road to knowledge. The new principle was tried in some primary schools with results that seemed marvellous. Children learned to read quite difficult reading in an incredibly short time. Their unburdened memories retained long words equally as well as short ones. It was a wonderful discovery, and yet we think it has not established itself as the regular mode of instruction in our primary schools at the present day.

It has happened to the writer to observe the practical working of this easy road to reading, in three separate instances, where the youth were first instructed according to this new theory by their enthusiastic parents, who were themselves engaged in teaching. It was truly wonderful with what facility they remembered the forms of words, so far as their general outline was concerned. Such minor discrepancies, however, as are found to exist in words like *though*, *through*, *thorough*, caused them much trouble. The English language contains so many words varying by only a single letter from other words of far different meaning, that this *reading by rote* became a constant succession of puzzles. It was a new way of playing the old game of "guess the word." A feeling of doubt and uncertainty attended every attempt to read, even after the children were large enough to take their places in the advanced reading classes in the public school.

When it became time to set about teaching these pupils to spell the words with whose general appearance they were familiar already, it was found that this undertaking had become more difficult

for having been deferred. The most faithful instruction seemed barren of success. The pupils had never associated certain sounds with particular letters, nor had they considered any word as composed of several syllables, each articulated separately. The tediousness of drilling scholars of ten years of age, from their first a-b, abs, through all the spelling lessons which other children learn before they are six years old, can be readily imagined. These three scholars are, to-day, as their parents regret to say, *miserable spellers*, being far behind their younger brothers and sisters.

When the time arrived for them to commence the study of Latin, and also when they began to study the Greek language, they had to contend with great disadvantages, resulting from the manner in which they learned to read English. For they naturally attempted to memorize the forms of the Latin and Greek words, as they had done with English words. In the maze of case-endings, prefixes, and suffixes, and all those slight modifications of words by which in these languages, an infinite variety of meanings may be expressed in words which vary but slightly in appearance, our pupils find ten-fold more bewilderment than those do who learned to spell when they first learned to read. Though they have tried diligently to unlearn the habit of reading by rote, they have not wholly succeeded, and the habit is a hindrance rather than a help in every attempt to extend their knowledge in the wide field of languages.

Such are some of the prominent fruits of this theory of teaching. Reading and spelling belong together, and should not be taught apart. Words are something more than arbitrary drawings to represent sounds. The syllables composing words are the last things to be left out of account in learning to read. The powers of single letters, and the relative position of letters, are often matters of more importance to be taught, than the bare fact that a certain collection of twelve or fifteen letters is the name of a certain object or idea.

The parents of the children alluded to in this article are unanimous in their denunciation of this short road to reading. They feel that they have been deceived, and their children have been very materially retarded in the acquisition of knowledge, and in mental training.

E. W. H.

HOW TO TEACH SPELLING.

No school exercise is of more importance than that of spelling, and none is capable of being made more interesting and attractive. This exercise is, however, often conducted in such a manner as to make it very dull and monotonous. The two most prominent methods, employed by good teachers, are, viz.: Spelling orally, and writing words from dictation. Both of which have been carried to extremes. I have found from experience that the most satisfactory results are produced by combining the two methods.

Young pupils are generally required to spell orally; but I find that the writing mode may be applied to advantage even in the instruction of very small children. An old plan, and a very good one, is to give out the word to be spelled, and have the children tell you what letters to print upon the board to form the word. After it is completed, let them decide if it be written correctly. This method is very interesting to young pupils, and not only teaches them to spell correctly, but also cultivates their perceptive faculties, and causes them to compare and to observe.

With more advanced classes other methods may be used. The following is a very attractive exercise: After the class have spelled their regular lesson, have the one at the head name some word and spell it, have the next in order name and spell a word commencing with the final letter of the word just spelled, and so on through the class, each in his turn naming and spelling a word beginning with the last letter of the word spelled by the scholar above him.

It is well for the teacher to assign lessons, frequently, which are not in the book, such as, writing names of the months, days of the week, names of the scholars attending school, etc.

Spelling by *object lessons* is an interesting and valuable exercise, although not much practiced in our schools. It consists in selecting some object, an apple, for instance, and having the class name and write its general properties, parts, properties of parts, uses of parts, and general uses of whole. Such exercises as the above, if properly conducted, will never fail to interest and instruct a class.

Scholars should never be allowed to try but once on a word, as

all beyond is mere guessing. Lessons assigned should be thoroughly learned, or bad habits will be formed, and much time lost. Teachers who are wide-awake and earnest in teaching this most important branch, will have scholars who are wide-awake and earnest in learning it. All, then, depends upon teachers, and if they would have success, they must endeavor to become acquainted with the most approved methods of teaching, not only spelling, but every other branch of school education. ELIZA H. MORTON.

THE TOWN SYSTEM VERSUS THE DISTRICT SYSTEM.

STATE Superintendent Johnson, in his last report, takes occasion to urge anew upon the people of the State the great advantages that would be derived from the abolition of the district system and the adoption of the municipal system, by which the schools of a town would be placed wholly under the control of the superintending school committee. Some extracts which he gives, from sources entitled to great respect, put the matter in a very clear light, and ought to induce many of our towns to make the change, which would greatly and speedily improve their schools, and render them comparatively less expensive than at present.

The following enumeration of some of the prominent obstacles which are in the way of the greater efficiency of our schools under the district system is worthy of attentive studying. They are real and not imaginary.

1. Total lack of or insufficient supervision.
2. Constant change of supervision.
3. Poorly qualified teachers.
4. Constant change of teachers.
5. Lack of interest in schools on the part of patrons.
6. Employment of relatives and favorites without regard to qualifications.
7. Too small schools in many districts.
8. Too short schools in small districts.

9. Employment of immature and incompetent teachers in small districts.

10. Poor school-houses.

11. Irregular attendance.

12. General lack of facilities to aid the teacher.

13. No schools at all in many districts.

14. Lack of proper qualifications.

15. Pupils study what they choose, and not what they ought.

These twice seven and one plagues of our common-school system will be recognized by every one who has had any experience in connection with the public schools of the State.

After discussing at considerable length the reason for a change to the town system, the following are given as some of the desirable results that would be realized by abandoning the district system, and placing the schools under the care of the town:

1. It would secure just as many schools as the necessities of the community demand, each being an integral part of one central organization, and adapted to the wants of each individual.

2. It would dispense with a large number of school officers.

3. It would establish a uniform rate of taxation.

4. It would furnish more uniform and equal advantages and privileges to every citizen.

5. It would allow the child to attend school where his own interests would be best conserved, with no restraint save what the general interests might require.

6. It would prevent strife about district lines.

7. It would diminish the aggregate expenditure for schools.

8. It would secure a more efficient system of school inspection and supervision.

9. It would secure permanency of supervision.

10. It would secure greater permanency of teachers.

11. It would secure a better class of teachers.

12. It would secure better compensation to competent teachers, and less employment for incompetent ones.

13. It will secure better school-houses.

14. It will secure greater facilities to teachers for reference and illustration.

15. It will enable towns to establish graded schools.

16. It will secure uniformity of text-books in the same town.

17. It will result in more uniform methods of teaching.

18. It will secure the establishment of a course of study, and will tend to keep pupils longer in school.

19. It will secure to the State department more reliable statistics.

20. It will insure schools in every district, and prevent a bare majority from depriving a respectable minority of school privileges.

21. It will tend to diminish neighborhood quarrels.

22. It would insure the employment of fewer nephews and nieces, sisters and sisters-in-law.

23. It would insure a larger aggregate of interest on the part of the community in each school.

24. It would render possible competitive examinations.

There is no gainsaying the force of the argument presented by the above points, all of which are susceptible of the clearest proof and demonstration. Nothing but apathy and prejudice can prevent a reasonable person from seeing that they are conclusive in favor of a change. Are those persons who doggedly cling to the district system, aware of the following fact? That of those towns in Massachusetts and other States, which have abandoned the district system, it is very rare that one, after a fair trial, has any inclination to return to that system. The advantages of the town system are too apparent and too important to be lost when they have once been attained and enjoyed. A word to the wise, &c., &c.

RESIDENT EDITOR.

THE CHRISTIAN TEACHER AND SCIENCE.

THE Christian teacher should maintain the attitude, not of an unquestioning recipient, but of an alert and intelligent questioner of whatever science may offer for his acceptance. This implies the thorough study of science on his part; and without such training, we are bold to say, he lacks a part of his equipment that is at this day essential. None but the specialist can be expected to

master the details of any department of nature; but there is a broad and general knowledge of scientific principles within the reach of every faithful student, which, if applied under the guidance of sound sense, will both save from error and suffice in any conflict with unbelief disguised under the stolen livery of science.

Again, the Christian teacher, armed with needful knowledge, is the last man that ought to fear science. He should not hesitate to challenge scientific opinions for which he cannot discover sufficient grounds. In so doing, he will surely incur the charge of being "*unscientific*," one that still carries strange terror with it, but which, looked in the face, shrinks into a nursery bugbear. Because Newton wrote that the "admirable arrangement of the solar system cannot but be the work of an intelligent and most powerful being," Laplace accused him of having "deviated from the method of true philosophy." Hugh Miller has been styled a "theologian studying geology, . . . so far committed to a foregone conclusion that he could not become a philosophical geologist." Highly as we may appreciate the judicial attitude and feeling in science, we may ask why is the Christian studying astronomy or geology necessarily less philosophic than the atheist or the materialist pursuing the same? Does Huxley tread the path of pure science when he says of Darwin's "Origin of Species," that "old ladies of both sexes consider it a decidedly dangerous book"? It is time that the charge of being unscientific were retorted upon those who so freely make it.

We believe it to be true of all times, that in the scientific discussions which have been conducted on the one hand by the avowed supporters of revelation, and on the other by all other persons, the advantage, both in scientific spirit and method, has been oftenest with the religious writers. Compare, for instance, the surprisingly loose, and sometimes pretentious and unfair reasonings of Lubbock on archæology, above all, his inane and savage-theory, with the stricter method, the candor, and the modest spirit of his effectual demolisher, the Duke of Argyll. Compare, too, the investigations of Faraday, who would never follow theory one step further than he could apply the test of fact, with the speculations

of Darwin in his latest work, where we are obliged to make enormous strides from premise to conclusion.

The bane of science is an all-pervading materialism, which, deny it who may, exists not through, but in spite of science, and uses for tools spurious theories, started in its name. The real motive of many of the false hypotheses with which the times abound, may be traced, as another has said, to "desperate reluctance to admit a supernatural cause." But the materialist's theory of causation is neither the natural nor necessary result of scientific thought; for by and by shall it surely appear that the Christian theory is the teaching of science as much as of revelation.—*Prof. C. C. Hamlin, in Baptist Quarterly.*

TEACHING SPELLING.

In the February number of the *Journal*, in an article on *spelling*, objection was made to assigning a portion of the reading lesson for a spelling exercise. Now very much depends upon the manner in which this, like all exercises, is done. I have seen the most satisfactory results from this method, and I will tell you how *I* do it. I give out a single paragraph to a class in the *Third Reader*,—the first paragraph in their next reading lesson. I say to them, in a pleasant way, "Now, scholars, I want you to study all the *little* words and all the *large* words in that paragraph, so that you can spell *every word* when you read your next lesson." Here is something *specific* for them to do, and they will go at their work in earnest.

So far as I have observed the course generally practiced in teaching spelling from the reading lesson, two serious mistakes have been made. The exercise has been too long, or it has been given out without any definite object in view. The children feel much as I did when a boy. My father would send me into the field to hoe corn all alone; or he would give me too large a stint, so that I felt discouraged at my task. Give the children something definite to learn, instead of telling them to spell *all* the words in the next reading lesson, which they will never do. Let them spell the

words in order, then give them out in phrases, and, lastly, in clauses, and they will then associate spelling with reading in the most natural manner. To do this in the most effectual manner, the *topic on which they are reading should always be prominent in the mind of both teacher and pupil*, or the exercise will be the meanest of all exercises,—the bald one of words without ideas. I have tested many a boy in spelling the word "was" immediately after he had read it, in which he failed for the want of some exercise of this kind. I have generally recommended spelling one-half the day from the reading lesson in the way here indicated, and the other half from the spelling-book, or from topics, in such a way as might be deemed best. In all exercises in spelling, there should be a constant review of all misspelled words, otherwise, much of the labor of both teacher and pupil is lost.

In teaching spelling in this way to backward classes, it is an excellent plan to call the attention of the class to the topic, and then read the paragraph over to them when the lesson is assigned. This will serve to arrest their attention.

The order, then, for conducting this exercise would naturally be

1. The topic.
2. Reading the paragraph assigned, by the teacher.
3. Studying the lesson by spelling *all* the words in order.
4. Spelling the words, first, singly; then in phrases; and, lastly, in clauses.
5. Reviewing all misspelled words.

Other teachers may have a better method for teaching spelling from the reading lesson. If so, they will confer a great favor on all good teachers if they will communicate it to the *Journal.*

N. T. T.

[If the method recommended above is pursued, instead of assigning several pages in the reading book for a spelling lesson, and then not spelling more than one word in twenty, there can be no serious objection to the use of the reading book for that purpose.—Res. Ed.]

QUESTIONS FOR TEACHERS TO ANSWER.

THE character of the questions used in any locality for the examination of teachers is a very good key to the standard of education in that locality. The last report of the school commissioner of Ohio gives about fifty pages of questions used in the different counties of the State for examining teachers. They are upon all the common-school branches, and also upon the theory and practice of teaching and school management. From the last-named class we have selected a few from each county. If teachers will give them careful thought and answer them, they will find it an exercise that will do much for their own improvement.

1. State briefly how you would organize your school.
2. How will you secure obedience and respect from your pupils?
3. What special preparation have you made for teaching?
4. What qualifications should a teacher possess to manage a school well?
5. Why do you teach? Do you love the work?
6. What plans would you recommend to create an interest in study?
7. What advantage is there in pupils giving an analysis of their respective lessons.
8. What is your method of assigning lessons?
9. Do you permit your pupils to pass from one lesson to another, before they comprehend and master it? Give the reasons for your answer.
10. What means do you make use of, and how do you use them to govern your school?
11. Name five characteristics of a good teacher,—giving reasons for the same.
12. Name three characteristics of a good school,—giving reasons.
13. What ends can be secured by object lessons?
14. In teaching, should rules or processes first receive attention? Why?
15. Give a short account of your method of conducting a recitation.

16. Do you take an educational journal?

17. What works on education have you read?

18. What incentives to study should be used in school?

19. The difference between education and knowledge?

20. Give some of your modes of punishment.

21. What are your views about favorites in school?

22. Give your views of corporal punishment. Can it be dispensed with?

23. How do you prevent tardiness and absence?

24. Should the teacher have a uniform method in opening and closing school? What is your method?

25. How would you teach your pupils in composition?

26. What should be the teacher's leading motive in his work?

27. What are the objects of study?

28. What are the objects of recitation?

29. What is true education?

30. What do you think of teacher's institutes?

31. Of what items should a teacher keep a record in the school register?

32. Give the characteristics of a satisfactory answer?

33. Why should the teacher aim to make his school govern itself?

34. Give such a programme as you would use for daily exercises and recitations?

35. Would you have certain recitations assigned for the early part of the day, and others for the afternoon, and if so, why?

36. Give your reasons for and against the self-reporting system.

37. How do you reform a pupil who is inattentive in recitation?

38. How do you deal with a pupil who uses profane language?

39. In reciting, when should pupils use their own language, and when the words of the text-book?

40. What means do you adopt to make your pupils think?

41. To what extent and how should normal instruction be given?

42. What is meant by the topical method of recitation?

43. What are the advantages of oral instruction?

44. What is the greatest obstacle to good government in school?

THE TEACHING THAT IS NOT OF BOOKS.

PROBABLY a majority of the readers of the *Journal* in looking over the table of contents of any number are most likely to read first articles upon the best methods of teaching arithmetic, grammar, geography, or some other of the usual branches in our schools; or, perhaps, they may search for a paper that will tell them "how to prevent whispering," or "how to govern a school." All such articles are very well, provided they are sensible and well written; for every teacher should constantly strive to attain to the best methods of instruction and school management. But, as a general rule, teachers neglect too much other qualifications which, when possessed and properly exercised, contribute very largely to success in the school-room.

The general spirit and temper of the teacher are constantly operating as powerful educators. A crabbed, morose, unamiable person will exert a most baneful influence upon the school, and will always be more or less dissatisfied with the temper of the school. It is a pity that such teachers cannot see that they engender the very spirit which causes so much vexation and discomfort. When the frown and the knitted brow appear upon the countenances of the pupils, it is time for the teacher to set about the task of rigid self-examination. Like begets like, and the teacher whose temper is uncomfortable must expect the same in turn from the pupils.

But what a spring-like appearance is presented by the school whose presiding genius is thoroughly pervaded by amiability and sweetness of temper, by self-possession and quiet dignity. When the teacher is interested in everything that pertains to the welfare of the school, when censure and fault-finding are curbed and kept well in check; and when there is evident painstaking on the part of the teacher to be kind, just, and thoroughly in earnest; then, again, like begets like, and the school is well-disposed, busy and satisfied. A school in such a frame of mind is easily managed, and is capable of any good work.

The standard of many teachers, if not always low, is certainly

never high. They do not seem to have resolved that everything done shall be well done; that what others can accomplish, can be accomplished; and that they will never be satisfied so long as improvement is possible. They seem to think that there is always something in their peculiar circumstances that justifies them in being content with only a moderate degree of excellence. If they had a better school-house, a better committee, better books, or better pupils, they could achieve success. While all teachers can do better under favorable circumstances, it is nevertheless true that real success in teaching depends more upon the spirit and persistence of the teacher, than upon the tools with which he works, or the peculiar circumstances by which he is surrounded. Circumstances modify the results of our labors to a certain extent, but it is characteristic of great minds to control circumstances, rather than to be controlled by them. That which seems to be an obstacle in our way and which cannot be wholly avoided, can oftentimes be made to work for us and to contribute to our success. The teacher should aim high and lead his pupils in the same direction. The highest possible excellence in things small as well as great, should be the end and object of his every effort. No slipshod, slovenly work should be left to testify against him; and no unfinished and half-performed tasks, to rise up and reproach him for his want of perseverance, and for the incompleteness of his character. The character of the work done in all the various callings of life, and the healthy development of the characters of the men and women who are to perform that work, depend very much upon the standard taken and maintained by the teacher in his work.

Prudence is an element of character highly important, and indeed necessary for the teacher. There are some people whose forte it is to be always in hot water. If trouble does not lie in their way they seem to go out of their way to find it. At any rate, they are always buffeting the waves, and never seem to get the mastery over them. Such persons make great mistakes in the management of schools, and oftentimes the consequences to themselves and to their schools are serious and irremediable. That kind of prudence

that will keep a person out of trouble is a more desirable qualification for the teacher than the skill, which many boast of, to get out of difficulty into which one has fallen through rashness and imprudence.

But while the teacher should be prudent and not hasty, and indiscreet, neither should he be wanting in decision and promptness. There are in school management emergencies when the teacher must act, and act decisively. At such times indecision and halting will peril the best prospects and success of both teacher and school. The teacher must therefore have well-formed opinions and principles, and be willing to act with promptness in the light of his own best judgment, and then to take the consequences.

In all things, the example of the teacher influences his pupils for good or for evil. This is true outside of the school-room as well as within. It is the nature of his office to be a guide, and pupils have a right to quote his example. They who assume dignity and authority in the school-room, but who are not careful to be gentlemen and ladies in the street, lessen their influence over their pupils, as well as the respect and esteem in which those pupils hold them. We respectfully submit that no teacher has a right to imperil the welfare of the young under his care, by a bad or questionable example. The teacher who passes pupils on the street without a kindly recognition, is wanting in politeness and good breeding. They who are to pilot the young on the voyage of life, should be bright and shining lights.

To these few traits of character and personal characteristics, many more might be added, did not the limits of this paper forbid it. We are very sure they have a deep and wide-pervading influence in the teacher's work. That influence upon the character of the pupil and his success in life is by no means inferior, in its importance, to that of the more immediate work of instruction from the text-book. We commend this consideration to our fellow laborers in training the young. A. P. S.

Speak the truth; act the truth.

IMPROVEMENT IN PRIMARY TEACHING.

In no department of public instruction has there been such an advance in the theory and practice of teaching within the last twenty years as in the lower primary grades. The importance of accurate and skillful teaching in this department can be readily appreciated, when we reflect that the foundations are here laid on which the whole superstructure of future acquirements must rest, and that the mental habits which are formed in youth will control the final development of the individual. Education, rightly understood, should adapt itself to the peculiar wants of every scholar; no rigid rules or inflexible systems should cramp the growth of young minds, whose plastic natures require patient study and careful cultivation. Something more than a mere knowledge of text-books is required in one intrusted with the delicate and responsible task of educating the young; a clear understanding of the conditions of the problem is essential, and a wise adaptation of means to ends. Without a knowledge of the laws of mental development and the best perfected theories of instruction, success in teaching is impossible.

Proceeding on the principle that education consists in awakening and stimulating the dormant faculties of the mind and exciting a curiosity for knowledge, the gratification of which is pleasurable, rather than in a passive reception of dry facts or abstruse theories, modern educators have attempted to reconstruct the old system of primary education, and to develop a new process better suited to the wants of the young. Recognizing the fact that all our knowledge of the material world is derived through the senses, and that habits of careful observation lie at the foundation of all our acquirements, they have directed their efforts to the cultivation of the perceptive faculties of children, using the little stock of knowledge they already possess as a stepping-stone to fresh acquisitions. This system, known as

"OBJECT TEACHING,"

has much to recommend it. It is based on the principles of a true psychology, and is simple and progressive in its methods. By the

use of familiar objects, on which the attention is readily centred and which have the attraction of "realities" to young minds, it teaches a child to detect resemblance and difference in form, color, size, and number, educates his ear to analyze sounds, and his sense of touch to discriminate between qualities of bodies, and proceeding gradually from the known to the unknown, from the simple to the complex, it leads him from a knowledge of *things* to a knowledge of *names*, as representatives of things, and finally teaches him the higher use of language as a vehicle for thought. In perfecting the system, many changes have been introduced into the old method of teaching the common branches; and the order of exercises has sometimes been reversed.

Children under this system are taught reading before spelling, as the more natural process. *Words* are first taught, as symbols of objects, and not the *names* of the *letters* of which the words are composed; an association is thus established between the printed word and the thing it represents, and the meaning of the word, rather than its composition, is made prominent. The old system "attempts to make the child do two things at once, and to do both in an unnatural manner, viz.: to learn reading and spelling simultaneously, and reading through spelling. Reading has to deal with sounds and signs of thought; spelling rests on a habit of the eye, which is best acquired as the result of reading."

If gain of time be the test by which to determine the relative value of the two systems, there can be no doubt of the superiority of the new. The principal of our North School, after an experience of several years with its practical workings, gives it as his opinion that there is a gain in time of at least forty per cent. in teaching children to read by this plan.

Spelling, too, has undergone a change. Children are now taught in our best schools to give the *sounds* of letters, as a guide to pronunciation, rather than their *names*, which in a language like ours always tend to mislead. A more distinct articulation and ready utterance are thus secured, and many vicious habits avoided. A knowledge of numbers and of the simpler rules of arithmetic is developed by means of the "numeral frame" and familiar objects,

and the use of text-books is postponed till a late period in the primary course.

Oral instruction plays a prominent part in all school exercises, and vocal and physical culture receive due attention. The "cramming process" is carefully avoided, and every effort is made to show a child how to acquire knowledge himself, rather than to serve as a mere receptacle of learning.

These are some of the improvements which have marked the progress of primary education within a comparatively few years, and have received the approval of the best educators of the day. They mark a new era in popular education, and demand a high grade of teaching talent for their successful introduction into our primary schools.—*C. F. Libby, in Portland School Report.*

PRETTY GOOD.—The absurdities of English grammar are thus happily illustrated:

Remember, though box
In the plural makes boxes,
The plural of ox
Should be oxen, not "oxes."

To which some one adds:

And remember, though fleece
In the plural is fleeces,
That the plural of goose
Isn't "gooses" nor "geeses."

Another:

And remember, though house
In the plural is houses,
The plural of mouse
Should be mice, and not "mouses."

All of which goes to prove
That grammar a farce is,
For where is the plural
Of rum and molasses?

The plural, we say,
Of rum don't us trouble;
Take one glass too much,
And you're sure to see double.

Another:

Mouse, it is true,
In the plural is mice,
But the plural of house
Should be houses, not hice.

GROWTH OF THE UNITED STATES.—The United States of America, exclusive of Alaska, or the territory acquired from Russia in 1867, extends from the Atlantic ocean to the Pacific, and from British America to the Gulf of Mexico. It has a coast-line of 2,163 miles on the Atlantic, 1,764 miles on the Gulf of Mexico. and 1,343 miles on the Pacific. Alaska, with its islands, extends from the south end of Prince of Wales island to Point Barrow, The entire area of the United States and Territories is 3,578,392 square miles, or about four-ninths of North America, and more than one-fifteenth of the land surface of the globe. This area has been acquired as follows:

	SQUARE MILES
Territory as ceded by England, 1783	815,615
Louisiana, as acquired from France, 1803	930,928
Florida, as acquired from Spain, 1821	59,268
Texas, as admitted to the Union, 1845	237,504
Oregon, as settled by treaty, 1846	280,425
California, etc., as conquered from Mexico, 1847	649,762
Arizona (New Mexico), as acquired from Mexico by treaty, 1854	27,500
Alaska, as acquired from Russia by treaty, 1867	577,390
Total in 1868	3,578,392

CITIES OF ENGLAND AND THE UNITED STATES.—The following table compares the population of the principal cities of England and the United States, according to their respective classes:

UNITED STATES.			ENGLAND.	
Class.	City.	Population.	City.	Population.
1.	New York	942,292	London	3,251,804
2.	Philadelphia	674,022	Liverpool	493,346
3.	Brooklyn	396,099	Manchester	355,665
4.	St. Louis	310,864	Birmingham	342,696
5.	Chicago	298,977	Leeds	250,201
6.	Baltimore	267,354	Sheffield	239,947
7.	Boston	250,526	Bristol	182,524
8.	Cincinnati	216,229	Bradford	145,827
9.	New Orleans	191,418	Newcastle	128,160
10.	San Francisco	149,473	Salford	124,805
11.	Buffalo	117,714	Hull	121,598
12.	Washington	109,199	Portsmouth	112,958
13.	Newark	105,059	Sunderland	98,335
14.	Louisville	100,753	Leicester	95,084
15.	Cleveland	92,829	Nottingham	86,608
16.	Pittsburg	86,076	Norwich	80,390
17.	Jersey City	82,546	Wolverhampton	68,279

There are four other cities in the United States which exceed the population of Wolverhampton.

INSTITUTE JOTTINGS.—The following "Institute Jottings" were adopted by a Teachers' Institute at Beaver, Pennsylvania. They will be found as useful here as in that State. Teachers will find them valuable.

Never be late at school.
Make few, if any, rules.
Never allow tale-bearing.
Avoid governing too much.
Visit the schools of others.
Never punish when angry.
Never magnify small offenses.
Cultivate a pleasant countenance.
Never be hasty in word or action.
Teach both by precept and example.
Never let a known fault go unnoticed.
Require prompt and exact obedience.
Labor diligently for self-improvement.
Encourage parents to visit the schools.
Subscribe for some educational journal.
Never compare one child with another.
Never attempt to teach too many things.
Never speak in a scolding, fretful manner.
Make the school-room cheerful and attractive.
Never let your pupils see that they can vex you.
Banish all books at recitation, except in reading.
Ask two questions out of the book for every one in it.
Never trust to another what you should do yourself.
Never indulge in anything inconsistent with true politeness.
Never use a hard word when an easy one will answer as well.
Never tell a pupil to do a thing unless convinced he can do it.

Take unwelcome counsel of every true friend,
Though seemingly adverse to wishes and end.

Who aims by industrious efforts to live,
May work out a character no one can give.

RESIDENT EDITOR'S DEPARTMENT.

TEN THOUSAND.

NOT the ten thousand Greeks, reader, with which Xenophon made his famous retreat through the mountains of Asia Minor. No, no! But ten thousand subscribers to an Educational Journal,—and that journal the *Missouri Journal of Education.* Would that it were the Maine Journal of Education!

Now we like the sound of that number—ten thousand. It sounds up well. We rejoice in the success of our Missouri friend. His journal is a good one, worthy of ten thousand subscribers, and as many more. Now if we had a subscription list of ten thousand, we would write a ten thousand dollar editorial.

Reader, if you will do your part toward gaining us a quarter of that number of subscribers, we shall soon have them upon our books. We have upon our table recent exchanges and letters that speak well of our Journal. Please commend it to your neighbor and fellow teacher, and solicit his, or her, name as a subscriber. It will benefit that person, yourself, our publisher, and the cause of education.

DEATH OF A MAINE PROFESSOR.

T. C. Upham, D. D., for many years professor of Mental and Moral Philosophy in Bowdoin College, died last month in New York, after a brief illness. Prof. Upham was eminent in his department, and leaves a large circle of friends and acquaintances who will mourn his loss. He was the author of a standard work on Mental Philosophy, and of other writings of much merit.

ANOTHER DISTINGUISHED MAN GONE.

Prof. Morse, the inventor of the Electric Telegraph, is dead. Few men of the present age have done more to secure lasting fame among men than he. Though not the original discoverer of the principle of the Telegraph, he was the first to apply that principle, and to give its application success. A portrait painter by profession, he nevertheless had habits of study and observation, and a love of investigation, that led him to the cause of experiment that resulted in one of the greatest achievements of modern times. His life is full of instruction to the young and patient student.

TEACHERS' MEETING AT HARMONY.—A correspondent at Harmony, who takes a lively interest in educational matters, writes us:

"There will be a voluntary Teachers' Convention held at Harmony Village, on Friday and Saturday, May 24 and 25, for the purpose of promoting the interests of our common schools, strengthening the cause of education in our vicinity, infusing better and more thorough class-work among our teachers, by discussions, instructions, essays, and lectures, and also to reorganize a County Teachers' Association similar to the one we had a few years since, and which was so fruitful of good results."

That is the right spirit. We are glad to see such a spirit in Somerset county.

EDUCATION IN NEW SWEDEN, ME.

OUR people very naturally take a lively interest in the success of the Swedish colony in the northern part of our State. Their first school has just had its examination, as we learn from the following extracts from the *Caribou North Star:*

EXAMINATION OF PASTOR WIREN'S SCHOOL.

Pastor Wiren closed his school on the 15th inst., which has been under his instruction for four months. This was the first and only school (except Sabbath School) that has been taught in the Swedish colony. It was a purely English school. Commissioner Thomas, who has had the whole control of the colony, and the expenditure of the State money for school and other purposes, directed the teacher, Mr. A. Wiren, when he opened the school, to teach the children to read and talk in the English language, to let other branches alone at present, and bend all his energies in this single direction. This was sensible counsel, and the remarkable results prove the wisdom of such a course.

We had the pleasure of attending the examination of Mr. Wiren's school. And such a school, and such hosts of visitors on examination day, we never saw before. This school numbered 77 boys and girls, from five to sixteen years old. The parents were present from every part of the colony, to the number of about 300. One father and mother, who lived five miles off, and had two children attending the school, came the night before on Swedish snow-shoes, across the woods, drawing their young babe on a sled. A more interested audience one may not often see than this assemblage of 300 parents and friends, witnessing the performances of their children, brothers and sisters, in a language they themselves could not understand. Only about thirty adults can speak or read English.

The reading of these children, after a training of only four months, was remarkable for its clear, loud, distinct articulation, and for the correctness of modulation and inflection for the most part. After the children had finished their reading, declamations, dialogues, and recitations of poems in English were in order; and here every pupil had a part—little boys and girls, five years old, going upon the platform, making a handsome bow, and then speaking some little piece, like "Twinkle, twinkle, little star," or "Now I lay me down to sleep." One young miss recited very distinctly, Longfellow's "Psalm of Life." We were somewhat amused by the low bows of the little folks, as they went upon the platform. When two were to speak a dialogue, side by side they first bowed to the audience, then, turning to face each other, they bowed again, after which they began to speak. The Swedes in their own tongue speak of a declamation as "reading without a book," or "reading without;" and we were a little surprised to hear the teacher say to one who was reciting a piece, "*read harder,*" while we should say "speak louder."

At the close of the children's performances we were called upon to make remarks. The parents—except about thirty, who know some English—could not understand us, and we supposed the children would not be able to comprehend our words in English; but, to our surprise, all the children were interested listeners. If an amusing remark was made, they laughed heartily, and if a question was put to them, they responded in a chorus of voices, giving the right answer. This proved that the children had learned English in a practical way. They could understand conversation, and converse themselves.

This is a remarkable work to accomplish so soon, when it is remembered that three or four months ago they knew no English.

Pastor Wiren made some feeling remarks to parents and children, and then Commissioner Thomas made a stirring address in the Swedish tongue. He spoke of the bright prospects before them as a colony, referring to the Northern Aroostook railroad, which would come as near as Caribou. Then he opened his carpet bag before them, taking out 104 land certificates, conveying to the Swedes 10,000 acres of land. 36 certificates had been given out previously, making in all 140, conveying 14,000 acres. As Mr. Thomas called the names written upon the envelopes containing the certificates, one by one they came forward to receive their titles. They were much pleased with this part of the day's transactions, and went off with a firmer tread, the owners of 100 acres, each, of real estate. These certificates require each to clear, in the course of five years, fifteen acres of ground, have ten acres sown to grass, and a house where the family shall reside.

During the day the American flag was floating from one flag-staff, and both the American and Swedish from another. The fifteenth day of March was a very stormy day, but to witness such a scene was worth facing a storm many miles. This day will long be remembered by about 400 of the Swedish Colony who were at the capital, and listened to the performances of that occasion.

THE NATIONAL EDUCATIONAL ASSOCIATION.

THE next annual meeting of the National Educational Association will be held in the city of Boston, Mass., on the 6th, 7th, and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments,—Elementary, Normal, Superintendence, and Higher Education. The officers intrusted with the duty of making the arrangements, are making good progress, and a full announcement will be made at an early day. The programme of exercises will include several of the most important educational topics now receiving consideration. No labor will be spared necessary to make the meeting a success.

E. E. WHITE, *President*,
COLUMBUS, OHIO.

S. H. WHITE, *Secretary*,
PEORIA, ILL.

KENT'S HILL.—An exchange, in speaking of the school at this place, says: There have been nearly 18,000 students taught here, the average time of each being over two years. Of these, 600 have become preachers, and 250 wives of ministers; and of the professors, six have averaged twenty years labor each, and this, too, with very small salaries. Some 300 acres are owned by the institution, 140 of which are on this hill. There are 250 cords of wood burned yearly in the college buildings, and ten barrels of white flour used each month. Attendance the past winter, 150; in the spring and fall there are upwards of 260.

We are indebted to Hon. John D. Philbrick, Supt. of Public Schools in Boston, for a copy of the Twenty-second Semi-annual Report of the Schools of that city, There are in the schools 936 regular teachers, and 37 special teachers. The Report deals chiefly with an examination of the Grammar School course of study.

SUPERINTENDENT JOHNSON'S CIRCULAR.

WE are indebted to the *Portland Press* for an abstract of Mr. Johnson's circular which we have not seen:

The circular begins by presenting an abstract of the educational legislation of 1871-2, and then follows a table indicating the present regular sources of school revenue, the approximate, not exact, amount of each, and the approximate total to each town and plantation from which certified returns have been received.

The *per capita* tax, 80 cents, is based upon the census of 1870. This, with the school revenue from savings banks, which is only the income of six months, payable July 1, 1872, the next payment to be the income of a whole year, and which will probably be twice the amount, together with the school mill tax, which will amount to $224,530, or about one dollar for each scholar, will give as sources of revenue, apart from school money raised by the towns, about $1.60 for each person in the State between four and twenty-one years.

The school revenue table alluded to furnishes the largest approximate totals as follows:

Auburn, $7,608; Lewiston, $16,876; school revenue available for Madawaska Territory, $8,280; Brunswick, $6,132; Cape Elizabeth, $6,447; Gorham, $4,272; Portland, $39,990; Westbrook, $8,110; Farmington, $3,985; Bucksport, $4,342; Deer Isle, $4,888; Ellsworth, $6,824; Augusta, $9,337; Gardiner, $5,226; Hallowell, $6,483; Vassalboro, $3,591; Waterville, $6,165; Camden, $5,836; Rockland, $8,893; St. George, $3,054; Thomaston, $3,704; Boothbay, $4,009; Bristol, $3,774; Waldoboro', $5,527; Paris, $3,676; Bangor, $21,670; Brewer, $4,014; Dexter, $3,616; Hampden, $3,799; Oldtown, $5,080; Orono, $3,472; Bath, $9,867; Richmond, $3,078; Fairfield, $3,750; Skowhegan, $5,056; Belfast, $6,556; Winterport, $3,718; Calais, $7,738; Eastport, $5,151; Machias, $3,404; Pembroke, $3,499; Berwick, $3,041; Biddeford, $12,912; Buxton, $3,232; Kennebunk, $3,137; Kittery, 4,137; Saco, $7,066; York, $3,316.

Superintendent Johnson, after giving an opinion on the constitutionality of the mill tax act, on account of doubts having been expressed in regard to it, expresses the belief that a review of the legislation of the past two years affords much that is encouraging to the friends of education. The school revenue has been in a measure equalized, and increased more than one-third. In 1871 the school income required by law was $625,000. In 1872 this sum has been increased by legislation to $840,690. This affords an average of $3.75 (yearly) to each person in the State between four and twenty-one years, which is, however, much below the average of the other Northern States, and also below our proper rates, comparing the wealth of Maine with other States.

The privilege granted towns to provide for industrial drawing is an omen with good promise.

He regrets that physiology, particularly in its relations to every-day life and health, has not been added by statute to the required studies of the school-room.

He also regrets exceedingly the repeal of the act by which county supervision was established, and trusts that it will be revived in some form acceptable both to educators and to the community. The annual expense of county supervision was $16,000: the annual expense of public schools is nearly $1,000,000; the amount invested in school property throughout the State is $2,500,000.

The subject of county or district supervision in some form will be pre-

sented for consideration at the next annual educational convention in August next, when the Superintendent hopes the most acceptable school policy to be pursued will be marked out.

He concludes by stating what should be done by educators by presenting seventeen suggestions for consideration, and finally recommending that every school-district should have its "Cold Water Temple." A hundred thousand children should be enrolled upon the pledge list this summer, he says, and adds: "What a mighty influence, supplementary to legislative enactment, would thus cross the thresholds of our homes, and abide as permanent temperance agencies by our firesides."

EXAMINATION QUESTIONS.

ARITHMETIC.

1. Define *number;* prime, composite, integral, and fractional.
2. What is notation? Numeration? Give the rule for each.
3. What are the principal *signs* used in arithmetic? Give use of each.
4. What is the *simple* and *local* value of a figure? Give use of the "0."
5. What is a fraction? Integer? Mixed Number?
6. Wherein does a *decimal* fraction differ from a *common* fraction?
7. What is ratio? A couplet? Which the *antecedent* and which the *consequent?*
8. What is percentage? Interest? Commission? Brokerage? Insurance? Taxes?
9. What are partial payments? Compound Interest? Discount? *Bank* and *True* discount?
10. What is *partnership*? Duodecimals? Involution? Evolution?
11. What is the difference between *arithmetical* and *geometrical* progression?
12. From a stack of hay containing 10⅞ tons, take away 7 loads, each weighing 1 ton, 4 cwt., 1 qr., 4 lbs., and divide the remainder into 2 equal loads.
13. When it is noon at St. Paul, longtitude 93° 5 m. west, it is at Bangor 1 h., 37 m., 12 sec. P. M. What is the longtitude of Bangor?
14. If a person going 3¾ miles per hour, perform a journey in 14¾ hours, how long would he be, if he traveled 5¼ miles per hour?
15. What decimal of a rod is .165 of a foot?
16. How long would it take $175.12 to produce $6.43, interest at 6 per cent?
17. If I sell my pears at 5 cents a dozen, I lose 16 cents; if I sell them at 8 cents a dozen, I gain 11 cents. What did they cost me per dozen?
18. A merchant sold goods to a certain amount, on a commission of 4 per cent, and having remitted the net proceeds to the owner, received ½ per cent for prompt payment, which amounted to $15.60. What was the amount of his commission?
19. What is the solid contents of a cylinder whose length is 9 feet, and the circumference of whose base is 6 feet?
20. There are 2 globes whose solid contents are to each other as 64 to 512. What is the ratio of their diameters?

GEOGRAPHY.

1. What is the difference between geography and geology? Give a definition of each.
2. What are meridians? parallels of latitude?

3. What are the tides, and how are they caused?

4. Mention and locate five of the largest rivers.

5. Mention and locate five of the largest lakes.

6. Bound and describe Italy; mention its chief rivers and towns, the character of the inhabitants, and the prevailing religion.

7. Mention the principal East India islands.

8. Locate the following: Rome, Madagascar, Potomac, Athens, Great Salt Lake, Cuba, Rhine, Paris, Amazon, Cape Cod, Cape Horn, London, Baltic Sea, and Hudson Bay.

9. Where is the Mediterranean Sea; and what countries border it upon the north and east?

10. Locate the following rivers: Nile, Niger, Danube, Volga, Thames, Sacramento, Columbia, Merrimac, and Susquehanna.

GRAMMAR.

1. Write the plural of chimney, father-in-law, myself, cherub, p, and q.

2. Define phrase and clause, and give examples of each.

3. *Correct, and give reasons:* "It laid on the table." "It was me." "Who did you see." "Was you there." "She give me the book."

4. Write a sentence in which the word *laying* is correctly used. Also another sentence in which *begun* is correctly used.

5. "*For all that," said the pendulum, "it is very dark here.*" Give the rule for the use of the commas in this sentence.

6. He said, "Feed my sheep." Rule for using the capital F.

7. Parse the *connectives* in the following sentence: "While the bridegroom tarried they all slumbered and slept."

8. What is the difference between the *direct* and the *indirect* object of a verb? Give an example of a verb having both a direct and indirect object.

9. Parse italics: "*Be true* to your country." Let him *come*. *Concerning what* he said, there is much *doubt*.

10. Give the principal parts of the verbs *lay* and *lie*.

MISCELLANEOUS.

HIGH STANDARD.—An exchange says that a few weeks since the school board of Pottsville, Pa., published an advertisement for a teacher, "all applicants to be examined, in addition to the common branches, in algebra, in American literature, botany, geometry, constitution, trigonometry, surveying, geology, physiology, natural philosophy, chemistry, mineralogy, astronomy, and rhetoric;" for all which acquirements the magnificent sum of thirty-five dollars per month was to be paid any female teacher who would pass a favorable examination. The result was there were no female applicants; and the board then increased the salary one hundred per cent., and engaged the services of a man, without asking him to undergo any such examination.

The Bureau of Education at Washington has issued a Circular of Information, which gives reports on the systems of public instruction in Greece, the Argentine Republic, Chili, and Ecuador, with statistics of Portugal, and an official report on Technical Education in Italy.

PROF. TRIPP'S LECTURES ON HISTORY.—Prof. Alonzo Tripp, of Massachusetts, has a course of Lectures on "France and Europe since 1848," which he proposes to deliver in such places in Maine as will give encouragement for their delivery. He was an eye witness of many of the scenes which he describes, and is fully master of his subject. He has delivered his course in Biddeford, very much to the profit and delight of those who have heard him, and will soon come to Portland. We hope our eastern friends will invite him toward the rising sun. Prof. Tripp has an advertisement in the present number of our journal.

A CURIOUS LIBRARY.—A singular description of library exists at Warsenstein, near Cassel; the books composing it, or rather the substitutes for them, are made of wood, and every one of them is a specimen of some different tree. The back is formed of its bark, and the sides are constructed of polished pieces of the same stock. When put together the whole forms a box, and inside of it are stored the fruit, seeds, and leaves, together with the moss which grows on the trunk, and the insects which feed upon the tree; every volume corresponds in size, and the collection altogether has an excellent effect.

Prof. Chadbourne, formerly, and more recently also, of Bowdoin College, has been elected President of Williams College, Mass. Prof. Chadbourne ranks high as an educator. In addition to his service at Bowdoin, he was for a considerable time connected with Williams College, and was also for a few years Chancellor of Wisconsin University. The college at Williamstown and the cause of education are fortunate in his election.

ELOCUTIONARY READINGS.—Prof. E. P. Thwing, of Portland, who has taught Elocution in Gorham Seminary, Oxford Normal Institute, and at other places in the State, is prepared to give "An Evening with the Poets" before Lyceums, Schools, &c. Prof. Thwing has a good reputation as a reader, and his selections are of the first class. He may be addressed through F. G. Rich & Co., of the Lyceum Bureau, Portland.

A GOOD IDEA.—Hon. George Bancroft has forwarded to Harvard College the first installment of a permanent fund, which he proposes to establish, the income of which is to defray the expenses of a travelling fellowship. The incumbent thereof is to be selected from each graduating class, and is to travel in foreign countries, under instructions from the college, for the term of one year.

The Cornell University Register, or Catalogue, for 1871-2, is received. It makes a good stout document of 150 pages, and gives all needed information in regard to the University, which now has more than forty professors and instructors, and nearly six hundred students.

The New Hampshire State Normal School had sixty normal pupils in attendance the winter term, and more than seventy of the one hundred and thirty in the school last fall are now employed in teaching.

The normal school of Randolph, Vermont, is in a very flourishing condition, and its graduates take high rank. There are now nearly two hundred pupils in the institution.

HOPE FOR THE ETERNAL CITY.—There are reported to be in Rome twenty-six public schools with over 6,000 scholars—the result of one year's freedom from Papal rule.

BOOK TABLE.

WONDERS OF ELECTRICITY. New York: Scribner, Armstrong & Co. Portland: Loring, Short & Harmon.

The new series of the Illustrated Library of Wonders, to which this book belongs, is giving us some excellent works of a popular character. The present volume is printed upon fine tinted paper, with sixty-five illustrations, and treats the subject in all its applications to the telegraph, motive powers, electro-plating, etc. It is a timely volume.

THE LIFE AND TIMES OF LORD BROUGHAM. Written by Himself. Vol. III. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

We have already noticed the first two volumes of this work, which is now brought to a close. This volume gives much insight into the life and character of the distinguished man who for so long a period occupied a prominent position in politics and in letters. It is strictly autobiographical, and we think Lord Brougham has given us in his own volumes a better view of himself than would have been given by another.

ANCIENT AMERICA. By J. D. Baldwin. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This work gives an account of the antiquities of America, such as mounds, ruins, and other traces of an early settlement and civilization. The work shows extensive research, and is carefully written and well illustrated. We are glad to see patient efforts in the direction of this book.

THE LIFE AND ADVENTURES OF MARTIN CHUZZLEWIT. By Charles Dickens. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This elegant household edition of Dickens' works will most surely be a popular one. The style and convenience of the volumes commend them to the reader. This story, as most of our readers doubtless know, is one in which Americans have an especial interest.

THE LIFE AND TIMES OF REV. JOHN WESLEY. Vol. II. By L. Tyerman. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This volume contains the narrative of the eventful life of the founder of Methodism, and abounds in various incidents which go far to give us an insight into his private life and character. The work is quite full, and treats the life and labors of Wesley exhaustively. One more volume will complete the work.

COMFORT'S FIRST GERMAN READER. By Geo. F. Comfort. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Mr. Comfort designs this little book to follow his excellent "First Book in German." The selections are very good, and are accompanied by notes and a vocabulary.

THE WOMAN'S KINGDOM. By the author of John Halifax, Gentleman, etc. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This adds another to the elegant series of Mrs. Muloch-Craik's works, so acceptable to the reading public. The work contains some of the author's best thoughts, and will be very welcome to those who have once read it, as well as to new readers.

NEW AMERICAN PRIMARY SPELLER. Philadelphia: E. H. Butler & Co.

The contents of this book are well arranged and classified, and seem excellently adapted to its purpose.

THE NURSERY for May is full of good reading and pictures for the young.

The prices of VENABLE'S SCHOOL HISTORY OF THE UNITED STATES, and THALHEIMER'S ANCIENT HISTORY (*See Wilson, Hinkle & Co's announcement*), are as follows:

VENABLE'S UNITED STATES: Retail price, $1.25; single specimen copy for examination, with a view to introduction, sent by mail, post-paid, on receipt of 85 cents.

THALHEIMER'S ANCIENT: Retail price, $2.50; single specimen copy for examination, by mail, post-paid, $2.00; or by express, $1.67.

Liberal terms on supplies for first introduction.

The UNITED STATES HISTORY will be ready May 15th, and the ANCIENT HISTORY very shortly thereafter.

TEACHERS AND PARENTS should provide their children with "THE SCHOOL FESTIVAL" Quarterly Magazine, Chicago, Ill., devoted to exercises for School Exhibitions and Public Days; all original matter. It is a live, fresh thing, that has long been needed by all teachers and pupils, and is conducted by the same Mr. Sewall who founded and so long edited the "Little Corporal," assisted by Mrs. Slade and other able writers. The April No. has just reached us, containing a beautiful "May Queen" Coronation exercise, and many other choice things. Price seventy-five cents a year; single or sample copy, twenty cts. Premiums to clubs. See our club-list.

A NEW HEALTH MONTHLY.—"The Science of Health," just commenced by S. R. Wells, 389 Broadway, New York, will advocate the Hygienic method of treating disease; its remedial agents being air, light, temperature, diet, bathing, exercise and rest, electricity, magnetism, etc. It will, no doubt, become popular as a health teacher, in the broadest and best acceptation of that term. May success attend the new enterprise!

ARTHUR'S LADY'S HOME MAGAZINE for May, just received, contains, among its many good things, a deeply interesting chapter from "Three Years in a Man-Trap," by the author of "Ten Nights in a Bar-Room," now attracting so much attention, as one of the most powerful and aggressive temperance stories ever written.

THE PHRENOLOGICAL JOURNAL for May is a most interesting number. The following topics are worth special commendation: The Presidential Campaign—Judge Davis—Gov. Parker; History of Photography in America; Expression, finely illustrated; Robert Chambers, the distinguished Scottish author and publisher; Punishment and Prison Reform; Homes of Famous Americans.

HARPER for May is very good. Porte Crayon's second article on the Mountains is excellent and well illustrated. The same may be said of Mr. Jefferson's Pet; The University of Virginia; Saltaire and its Founder; The Story of Tammany; California, how to go there, and what to see by the way.

THE WESTERN EDUCATIONAL REVIEW has changed its form, and is now called *The Western*, published by E. F. Hobart & Co., St. Louis. In its present new form, it will increase its usefulness.

We have at hand the Catalogue of Hampden Academy, which shows that institution to be in a flourishing condition, 232 different pupils having been in attendance during the past year. The Principal, Rev. D. H. Tribou, has resigned to labor elsewhere.

HALL'S JOURNAL OF HEALTH for May is on hand with its readable articles on Biliousness and the way to cure it without medicine, Marriage lengthens life, Zymotic diseases, Turkish baths, Inebriation, etc. Hurd & Houghton, New York. $1.50 per year.

APPLETON'S JOURNAL, 32 pp. 4to., weekly, illustrated and filled with useful and entertaining matter, is one of our most welcome exchanges. $4.00 per year; See our club-list.

OLD AND NEW for May has good articles on: Reminiscences of Brook Farm; The Place of Mind in Nature; Education in Congress; Manufactures in the Northwest, etc.

SCRIBNER for this month opens with a good illustrated paper on Travelling by Telegraph, and is followed by Fanny Winthrop's Treat; Back-Log Studies, No. 5; Vasa Fictilia in History; Our Educational Outlook, etc.

THE BUSY WEST is the title of a new monthly magazine, in folio form, edited and published by Bella French, St. Paul, Minn., at $2.50 per annum. The first number has a good variety of reading.

The Second Annual Report of the Board of Education, together with the twenty-seventh annual report of the commissioner of public schools of Rhode Island is issued, and shows the schools of that State to be in excellent condition.

The Catalogue of "Little Blue" school at Farmington, A. J. Blethen, Principal is at hand. The school is full, and a new school building is in process of erection.

OLIVER OPTIC'S MAGAZINE for May is full of good reading from some of the best writers for the young. Oliver's story of Sea and Shore continues in interest.

LITTELL for April 20 has good articles on Voltaire and American Judges. The weekly numbers have been unusually good this month.

MAUD MOHAN, by Annie Thomas, a well-written story, makes number 373 of Harper's Library of Select Novels.

THE CHILDREN'S HOUR for May is unusually rich.

OUR YOUNG FOLKS for May is all alive with stories of interest and humor.

A CORRESPONDENT writing from Athens, curiously contrasts the mixtures to be found there of ancient and modern civilizations. Railroads spin their trains amid the temples of three thousand years; steamers dash their swells upon the Pireus, and the scream of their whistles resounds from Athos, Pentelicus and Cytheron to Olympus and the heavens beyond their gods. Dr. Ayer's world-renowned medicines, those consummations of modern science, are posted on the Acropolis, the Parthenon, the Areopagus, and the Thesion, while the modest cards of Cherry Pectoral, Ayer's Sarsaparilla, Ague Cure and Pills look from the windows of the shops in the streets of Athens, where they are sold.—*N. Y. Sunday Globe.*

UPWARD of *Forty Thousand* bottles of NATURE'S HAIR RESTORATIVE were sold from Jan. 1st to June 1st, which fact tells its own story. It is so clean, and looks so nice that the ladies are all delighted with it. See advertisement.

TEACHERS' BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARBELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

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We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parentheses being the regular price of each:

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$3.50. *Phrenological Journal and Packard's Monthly* (*$3.00*), *Demorest's Monthly Magazine* (*$3.00*), *The Advance* (*$2.50*), *Good Words* (*$2.75*), *Sunday Magazine* (*$2.75*).

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☞ Particulars hereafter.

THE MAINE

JOURNAL OF EDUCATION.

W. H. LAMBERT, Editor for June.

Vol. VI. JUNE, 1872. No. 6.

THE STUDY OF THE ENGLISH LANGUAGE.

EVERY child who enters the public schools brings with him from the nursery a sufficient stock of English words to express all his physical needs, and doubtless he might pass through life and support a tolerable existence without any additions to his store. But how ill-fitted is a man furnished with such a vocabulary for the duties or the enjoyments of a high and noble life. As the horizon of the child's knowledge expands, as the complications of business and social relations increase, new thoughts, new wants and desires spring up in the mind to the expression of which new and appropriate words are needed. One of the first duties, then, demanded of our schools is to furnish the pupils that enter them with this very means and power of expression, namely, an increased vocabulary. Words, which in later years are acquired with effort and retained with difficulty, in early life are acquired almost unconsciously; for then everything is new and fresh to the mind, and all of its associations and impressions adhere with the tenacity of life. Therefore, the teaching of new words should be a daily exercise from the time the child enters the school until he leaves it. But this should not be a set exercise; it should be a concomitant of all the other exercises. For example,

higher schools, where a lesson is assigned to be prepared from the text-book, there is hardly a page in which words do not occur with which the scholar is unfamiliar. These words should be challenged, and their full meaning unfolded to the pupil. They should be called up in after lessons, until, by repetition, the scholar shows that he understands their signification. This will take but a few minutes from any recitation, and yet what a fund of useful words the student will have acquired in this simple manner at the expiration of the year.

But it is not a dead vocabulary that can supply the pupil's needs,—a mass of dry words stored in the memory, confused, vague, and therefore useless. To borrow an illustration from an old source, this mental armory is not to be crowded with weapons dull and rusty, but furnished with such as are keen and bright, polished by frequent use and ready for sudden warfare. It is a law of the mind that the exercise of any one of its faculties increases its strength and readiness for action. Practice in the expression of thought begets facility. The superintendent of the New Bedford schools, in one of his reports, records the reply of a celebrated orator to the question, how he acquired his great command of language? "Oh," said he, "I have made it a practice to study the dictionary more, perhaps, than any other book. And when I come across a word that strikes me as a good one to be possessed of, I ponder on it for a while, and then incorporate it in several appropriate sentences, which I take the pains to write down. Day after day I repeat this operation, inventing three or four new sentences each day, in which to introduce it, and, if occasion offers, I bring it into remarks made in conversation. Then, in the course of a week or so, I have so familiarized myself with it and impressed it on my memory, that it thenceforth becomes a part of my useful mental furniture." Here is one of the secrets of the acquisition of words. It is not enough, when a new word is met with, for the scholar to give a definition of it. When the meaning is thoroughly understood, it should be incorporated in a sentence of the pupil's own construction. Nor should one sentence suffice. Let the scholar ring out on it all the changes of thought of which the word is capable. Thus the pupil not only acquires a word, but he learns how to use it, and gains a facility and readiness in the expression of thought.

As another means of acquiring a vocabulary, the spelling-lesson

should contribute more than it now does. To the mind of the scholar, this exercise means nothing more than a practice in the collocation of letters, dry and barren. Here and there, perhaps, a word may find a lodgment in the mind, but the mass of them, are they not simply "Words, words, words?" If, instead of spelling the word in the ordinary way, the scholar be required to frame a sentence which shall contain it, the advantage of the spelling-lesson will be doubly gained; for, instead of spelling one word, he spells a dozen, and acquires, moreover, a facility in the composition of sentences.

But, in giving instruction in language, lessons in the etymology of words should not be forgotten. This is an exercise from which the higher classes will receive great benefit and interest. "Words," says Ruskin, "are quartz rocks; we must needs crush and smelt them to get at the gold." In our high schools are a large number of pupils who are studying Latin. In many of these schools the majority are pursuing the Latin course. Now, a large proportion of our English words are derived from the Latin, either directly or through the medium of the French; and one of the arguments urged in favor of the study of the Latin tongue is that the student is thus better enabled to understand his own. But the simple exercise of finding equivalent English expressions for the corresponding Latin is not enough. The great advantage of this study is lost unless the teacher calls the student's attention to the English derivatives and the process of derivation. Thus every lesson in Cicero or Virgil may be made a study of English words. But a knowledge of the etymology of words by no means depends upon a knowledge of the Latin, and every teacher who would give his pupils an understanding of his mother tongue should not fail to lead them into this delightful and profitable field of etymological study. The mass of our common English words are the crystallized thought and history of ages. The joys and griefs, the struggles and triumphs, of a whole people, their self-debasements and their lofty aspirations lie embalmed, as it were, in these amber accretions. An additional power and a new glory is added to words, when the scholar is led to discover the wealth that lies hidden at their roots. Every school-room should be supplied with a copy of either Webster's or Worcester's large dictionary; and with this as a text-book, the scholar should be accustomed daily to hunt down words that may be assigned from his various lessons. He will soon

display a wonderful interest in this exercise; and what enjoyable surprise he will manifest when he discovers the latent thought and history locked up in some common word with which he supposed himself familiar! Our noblest authors, who understand best the use of the English language, employ words with a view to their etymological meaning; and one reason why we have among us so many superficial readers is because so many are untrained in this method of studying words.

There is, however, another exercise which must not be lost sight of in the instruction in language, and that is the study of synonyms. The teachers of Latin have long recognized the necessity of such a study as this to the right understanding and use of Latin words. If, therefore, this is so important an exercise in the Latin, how much more valuable is it in the study of the scholar's own tongue. It is said that there are hardly two words in the English language that have precisely the same meaning. How, then, can the scholar use words correctly unless he understands these differences in their use? And, moreover, what better exercise can be devised for inculcating habits of nice discrimination than this careful balancing and distinguishing the meaning of words apparently similar in sense?

But one can obtain a knowledge of the English language only by a study of its best literature; and can teachers bequeath to those who come to them for instruction a greater blessing than the inculcation of a love for the best compositions of the masters of the English tongue? It is sad to think how few of the boys and girls who leave our schools,—how few, indeed, of the men and women of our country, ever read our best books,—how few have a desire to know of the noblest thoughts of the noblest minds. The passion which men and women of all ages, and of all classes, too, have for that cheap and tawdry literature which is the characteristic of our age, is frightful to contemplate. If to drink in the subtle poison of such a literature is the only result to be obtained from an ability to read, better far that our school-houses be closed,—better that the boys and girls of our land be hedged in by ignorance, than that their souls be inoculated with the virus of wicked minds. But the school has a remedy for this dangerous tendency of the young, by teaching them to love that which is better and purer. This is to be done by placing early in the scholar's hands the best books for his perusal, and guiding him during

his whole school curriculum, through a course of general reading. Here, however, the teacher needs the exercise of the best judgment, otherwise the love he wishes to excite, may be changed to disgust. The nature of the book should be determined by the advancement and ability of the pupil. These books are to be read out of school, in the scholar's leisure hours, during that very time when he is contracting a love for the poisonous literature from which it is the desire to save him. But that the scholar may not form a habit of reading superficially or carelessly, the teacher, at certain times, should question him upon what he has read, explaining obscure passages, or awakening a keener interest when there is a flagging of zeal, by anecdote and illustration; or passages of the book, selected here and there, may be read with the class, and then the pupils questioned upon the remainder. Such an exercise, continued through the school course, cannot fail to awaken a love for the best books, and then, what a source of delight does the scholar possess forever! Carlyle says: "If we think of it, all that a university, or final highest school can do for us, is still but what the first school began doing,—to teach us to read. It depends on what we read after all manner of professors have done their best for us. The true university of these days is a collection of good books." To teach the future men and women of our country to love such a university, to inspire them with a desire to reap from a collection of good books all the wealth of thought and health of mind and soul they are able to bestow, is the imperative duty and the high privilege of the teachers in the public schools.

PUBLIC OPINION AS A MEANS OF DISCIPLINE.

This must be created and directed by the teacher, or he is powerless. And first, he must create a favorable opinion of himself. By this I mean he must gain the confidence of his patrons and pupils. To this end he must become intimately acquainted with the parents of his pupils and with the pupils themselves,—not so much in his official capacity, as in the relations of private life at home and by the way. As the teacher moves round among his patrons, he must interest himself in whatever interests them, and adapt himself to their varying tastes and employments. With the farmer he must be inter-

ested in crops and animals; with the mechanic in works of art; with the merchant, in merchandise and trade; with the mother, he must not forget the children which constitute her maternal care, nor fail to notice the little darling that occupies the nearest place to that mother's heart. To neglect the youngest children, is to incur the mother's displeasure, which may result in unpopularity with the whole family, perhaps the whole neighborhood.

The master must be on terms of friendship and in full sympathy with all who are interested in the success of the school. If he would himself achieve the greatest success, he must also gain the confidence and esteem of his pupils. Indeed, the opinion of the teacher entertained in the district is generally the measure of his popularity in school. Comparatively few parents ever visit the school-room to learn from their own observation either the success or failure of the school. They are in full sympathy with their children, and generally reflect their views and feelings in regard to the teacher.

But the master will not gain the confidence of his pupils by any attempt to gratify all their wishes. The reckless are always the first to find fault with loose discipline. If he would be respected in his office he must govern with sternness and vigor. He must act with kindness, magnanimity, and justice; must sympathize with childhood and youth; and may sometimes join in their games and share their pastimes. Out of the school-room he may throw off the master and become a companion with his pupils. This familiarity will not detract from his authority, but will give him vastly increased power in that direction.

Public opinion should also be employed to secure good order, control recklessness, subdue rebellion, and crush out the evil tendency of bad habits. Whatever is right, and proper, and necessary to make a good school, must be made popular. Whatever is wrong and of evil tendency must be made unpopular. This can be done, but the teacher must have skill, patience, and perseverance. Does he desire more punctuality and promptness? Let him make them popular. Does he desire to abate the nuisance of whispering? Let him hurl upon it the full force of public opinion.

This point is so important, I will illustrate.

Present the subject of whispering to the school. Lay before them the folly and evils of the habit, and secure a vote, as you easily can,

in favor of total abstinence. Now call for volunteers who will pledge themselves not to whisper for a given length of time, and accept such a pledge from all who are quite sure they can keep it. Call this your anti-whispering society, admitting members by vote of a majority, and holding them to their pledge by an appeal to their honor. By such management and constant encouragement, you will enlist a large majority of your pupils in the enterprise and awaken a deep interest in its success; and the remaining few will soon beg for admission under the constitution. Public opinion has now perfect control over this vicious habit, and perfect order prevails.

When Superintendent Philbrick was master of the Quincy School in Boston, he had charge of seven hundred pupils, gathered from the district without selection. The school building had been erected and occupied several years, and yet I was told by him that not a mark of pencil or knife could be found upon the benches or walls of the building, or even upon the play-ground fence. I inquired how such a remarkable result had been secured. The reply was, "by piling on motives,"—by the power of public opinion.

In my own experience, I have sometimes found my school under the control of rowdyism. The reckless might always be sure of encouragement and support in the violation of law and order. And there was no way to govern that school except by the force of authority backed by pains and penalties.

I have been able at other times to suppress and banish rowdyism by public opinion. In one instance the necessity had arisen to expel two young men for immoral conduct. It was desirable that the full force of this act of discipline should be felt upon the school. Hence, public opinion must be created to sustain the necessary severity. I must also guard against reaction from sympathy which was sure to follow so severe punishment. The case was fully prepared, and treated with deliberation and care, to give time for reflection; and then, in presence of the school, and in the most solemn manner, the penalty of expulsion was executed, and immediately after, a vote of the school was called for on the question of approval or disapproval of my severe action.

In this connection I wish to observe, I did not consult the school on the propriety or expediency of expelling these young men; that question was for me alone, as master, to settle. The pupils could

have no voice in that matter, nor did I call upon them to vote until I knew that public opinion would sustain me.

The master must never betray his weakness, nor peril his authority by submitting any question of discipline to his school while in doubt as to their approval of his decision and action. But with the assurance of such approval, he may with safety play *democracy* to any extent, and thus gain a moral power and influence that will greatly strengthen his government. In the case before us, I secured the full benefit of my severe discipline by this public expression. Every pupil present, including those who had been expelled, rose to sustain me. All had now given their vote in favor of good order and propriety of conduct and committed themselves to abide by the decision. And the influence of this discipline was felt upon that school for good for many years afterwards.—*Hiram Orcutt, in the "Teachers' Manual."*

A FEW REMARKS.

No teacher should be selected for any school unless thoroughly qualified for it. We can endure poor laborers upon the farm, in the shop and mill, support poor lawyers, and endure poor preaching, but cannot afford to have poor teachers. We are sharp and shrewd to employ only the *best* in all other callings, regardless of cost, but in our teaching force the result is often reversed, and we seek the *cheapest*, regardless of quality. Perhaps this is wise; possibly it may be; but we do not see it in that light. How shall we secure good teachers? In several ways combined. Offer good pay; set the standard high; require good work; see that it is performed; retain the good teacher term after term; hire early; choose your best men for agents,—men who will conscientiously perform their duty.

Teachers are often accepted, because they offer to teach for low wages, without reference to their other qualifications. Small districts have but little money, and therefore look for cheap teachers, regarding quantity of more weight than quality, They overlook the great fact that one week of *good* schooling is better than four of such as they often get. If good teachers are needed anywhere it is in small, backward schools; and here is just where we seldom find them. The good teacher cannot and will not teach for the same pay for which a

poor slipshod one can be had. This principle holds good in our teaching force, as in our laboring, industrial, or professional force.

There is a great want of competent teachers, and those who really prove to be first-class should be retained, even by paying very high wages. Time is money with us all. It is really more economical to pay good teachers high wages, than to accept poor ones for nothing,— yea, even than to receive pay from them as privilege money for teaching, or rather *keeping school*,— for the time saved, the better progress made, and the better quality of the work will be found to pay. Does some one say, "I suppose if we could secure a normal school scholar for teacher in our school it would be better." Perhaps; but how soon may we expect, with present prospects, normal graduates enough for teachers to all our public schools? Not this year, nor the next, certainly. And when we remember that not all who pass through these training schools will be first-class teachers,— in fact, are not in the range of possibility of so being,— we may well look for some other source of supply to meet present wants and future contingencies. Normal schools are aiding us largely, but they can not accomplish everything.

The employment of young and often poor teachers tends to lower the general standard of qualification and also the general standing of the schools. The idea is prevalent in many places, that if the teacher knows a little more than the scholars, he will do. So he will *do* — do nothing, and poor schools result. And, again, poor teachers are brought to bear upon us through favoritism. Somebody's wife's thirty-third niece or twelfth cousin wants a school, and through door-yard kin or political combination she, he, or it, is secured and instated. When we can lift our schools above these influences, raise the standard so as to exclude these vampires, then we shall have accomplished a truly herculean task. It can be done.

Low wages at home are constantly driving our best teachers to other States or other callings, where better inducements are offered.

Small districts, by this, are often left to the choice of no schools, or poor teachers,— hardly any choice, really. The recent law whereby Savings Banks and State valuation are to contribute to support of schools is a move in the right direction, and will be a great aid to the smaller and the poorer districts. But looking at poor schools from the teacher's stand-point, we may well say that teachers, even if poor,

do all they are paid for, or that could reasonably be expected of them. When we buy a low-priced article we do not expect one equal to that which costs more. We expect to get the quality we pay for, and have no right to exact or even to expect more; so in our teachers.

Select the man for agent who will perform the duties of his office faithfully, and one who is, has been, and will be interested in the best interests of the school. If one does not take interest enough to visit a school, he is not fit for an agent,—hardly for a parent, I almost wrote,—and no better guide, perhaps, may be had. Every voter in the district should attend the school-meetings. They should not only attend but be alive, wide awake, and work for the great common interest, and future hope of this country,—our common schools.

J. W. LANG.

SPELLING.

BY HENRY F. HARRINGTON, SUPT. NEW BEDFORD SCHOOLS.

When will the vexed question be settled, how best to teach children to spell? When shall we ourselves arrive at conclusions so satisfactory as to justify us in prescribing a method?

Certainly there must be a basis of philosophy even to so prosy a matter as teaching children how to spell.

1. I ask, then, in the first place, how much importance is reasonably to be attached to this study? What profit is to be derived from it? These questions must be answered before we can intelligently decide how much time it may be allowed to consume.

I reply, *that it is simply a grace of learning, and not an integral element of it.* It is to written language what an accurate pronunciation is to spoken language, and no more.

Such spelling as Bacon, Spenser, and Shakespeare used in their compositions, would be rated as a gross deformity in the compositions of a school-boy of to-day. Cultured minds do not often misspell, not because right spelling inevitably accompanies learning, as a constituent of intellectual action, but because the familiarity with language incident to culture, prints the appearance of each word correctly on the memory. Suppose all the words in the language were to be spelled just as they sound; they would be spelled very differently

from their correct spelling now; but would not their sense be just the same?

Our teachers, therefore, may safely dismiss,—if any entertain it,—the supposition which harasses so many, that the mistakes which may be made by their scholars in spelling can justly be rated as evidence of defect in their general intellectual training. This notion, strenuously urged as good sound doctrine by some, and accepted and acted on as such by thousands,—sometimes, indeed, even strained so far as to imply that instruction in spelling is a mighty instrument in the work of intellectual development,—is evidently only the suggestion of fond prejudice to justify adherence to its proclivities. True, any processes whatever, of which the symbols of thought are the objects, will incidently be of advantage to thought itself. But I should as soon think of setting a man to chopping and piling cord-wood all winter for the sake of learning the distinctions which prevail between the different varieties of trees, as to set a boy to spell for the sake of cultivating his mind.

2. In the second place, this fact is to be taken into consideration, that the direct usefulness of spelling *is limited almost entirely to connection with what one writes.* One certainly does not need a drill in spelling to enable him to read, for orthography and phonography have not a great deal in common, and many a fine reader is a wretched speller. What remains? Do our scholars expect to go about spelling words for show among their friends and acquaintances, after they become men and women, and must be accomplished for such a performance? That is a ridiculous thought. Here, then, the important question comes in, How wide a range among words is it necessary to take into consideration, in order to enable the majority of those who go out from our grammar schools to spell correctly all the words which they are likely to use *in composition*, during their lives?

I say the majority; for there will be a minority in every class who will be studious lovers of books, and who will prosecute their studies through all the grades, so as to become gradually conversant with literature. Familiarity with words, therefore, will almost inevitably teach them to spell without the need of any special pains. It is the majority, made up of the unstudious, the careless, and those who can attend school only a limited period, who need be taken into view.

This majority, then, whose attainments will be quite limited, and

who are not likely to become conversant with literature,—what sort of writings will make up the list of their probable compositions? Letters to friends, simple business papers and records, commonplace notes in aid of memory, and the like, will fully exhaust the range.

I now ask, What and how many words does the vocabulary of the masses of the people contain, on which our scholars will draw in framing such compositions as have been named? *Not more than* 1,500. That is a large allowance. The vocabulary of the wholly unlearned among those who speak the English language, does not exceed 500 words. That of those taught in our elementary schools alone cannot be more than threefold that number, even allowing a wide margin to each individual for the stock of words peculiar to himself.

But we will add one third more, and make the number 2,000. Now our speller contains, more or less, 10,000 words; more than either Milton or Shakespeare used in all the marvelous plentitude of their vocabularies. If, then, we drill our scholars in the whole of the speller, *we occupy time in the exercise on five times the number of words the most of the scholars are ever likely to use, where a knowledge of spelling will be of the slightest account.*

Is this judicious? Can we afford it? I do not say that it is an absolute waste of time, for, as has been before remarked, one cannot be exercised in any wise on the symbols of thought, without picking up casually some mental gains. But relatively—in view of the time we need for channels of instruction of the last importance, which now receive little or no attention,—I say it is a criminal waste. And I am astonished at the practice of those school committees and superintendents who give strings of unusual words, difficult to spell, as tests of proficiency in this branch, and thus enforce an unnecessary amount of attention to it, which must be subtracted from other branches of indispensable value.

There has been a wonderful improvement in this particular; still the class of words frequently selected for such a purpose, even now, serves no earthly purpose but to beget an anxious strain in the teachers after accuracy, where accuracy is of comparatively little value. Only let me have classes capable of writing correctly the words which will enter into their ordinary vocabularies, and I shall be abundantly content!

TEACHING, A PLEASANT OCCUPATION.

When I say that teaching is a pleasant occupation, I do not mean that it would be such to all. Every one has naturally the power to excel in some one thing. What would be agreeable and pleasant to one, would be distasteful and tiresome to another.

Many occupy the position of teacher who have no real love for the work. Many who pursue it simply for the *pay;* this being the great object of all their labors. Such will never find teaching to be a pleasant employment; because their heart is not in the work. I would advise all such teachers to "make haste and delay not" to leave the school-room and to engage in some business more congenial to their tastes.

The true teacher will ever find teaching to be a delightful task, and will take as much real pleasure in his occupation as if he were engaged in what the world might call "bigger business." The society of fresh and innocent children is in itself a source of pleasure, and then there is "a mysterious charm colored with the thought of responsibility, in opening to young minds the outer doors of knowledge, truth, and expansion." This charm weaves its influence into the teacher's every-day life, causing him to feel that his work is a noble and a glorious work.

Such teachers take pleasure in observing the advancement of their pupils. They see them go on "from strength to strength," day by day, gaining new ideas, calling all the powers of mind into action, and steadily but surely advancing in the path of knowledge; and in seeing their hearts are made glad. They are not only permitted to *see* the growth of minds around them, but also to *feel* the growth of their own. In teaching others they themselves are taught. In presenting old truths new truths are discovered.

Those teachers who at the end of each term can look back and feel that they have been faithful; not only helping others to progress but making progress themselves, dispensing around them only true, graceful, and beautiful influences, and teaching by daily and hourly example only love, simplicity, and truth; cannot fail to feel that they have accomplished something, and feeling this, they can look back into the past with pleasure, and look forward into the future with new courage, new strength, and new aspirations.

The faithful teacher is often permitted to see his little flock pass out into the wider field of life's action, becoming respected members of society, "workmen not to be ashamed." Is not the thought that he was instrumental in forming their characters, enough to repay him for his long years of toil and anxiety.

Let, then, all true teachers take courage and look on the bright side of school-life, and endeavor to make their school-rooms "pleasant places," places of interest to themselves and to their pupils; doing this they will go on progressing in the art of teaching, gaining each day new skill in molding mind and forming character, and leaving impressions upon young minds which shall stimulate them all through life to deeds of goodness, purity, and love, and which shall cause them to cherish, in the innermost recesses of their hearts, the memory of him who thus taught them. ELIZA H. MORTON.

LETTER-WRITING IN GERMAN SCHOOLS.

THE class being ranged, with slates and pencils in their hands, the master propounds a subject. "Let me see," he will say, "to-day is a market day. You live, we will say, not here, but in the little dorf of Hen's Nest, one hour away. Mother sends you to market with something to sell, and something to buy; you are not to go home to her to-night, and so you want to write a letter, telling her what you have done. Now, then, begin. What shall we write down first? "I have sold the three hens for—" shouts out a little fat, white-haired boy, who plainly is used to sell his mother's farm produce. "Stop!" says the master; "you are too fast. That's not the way to begin; we will come to that after." Here several rise and ask to be heard. A little girl shouts out, "My dear mother!" "No," says the Herr; "that is good; it will come later. Another?" "To-day is Friday." "That is right! but there is more to add." At last it is settled that the name of the place and the day of the month, and perhaps the hour of the day, if need be, shall all be set down first, and at the right hand of the letter, before anything else be done. Having settled now what is first to be done, next comes the question how to do it, and the competition who shall do it best. The end of the room has huge blackboards, sponges and chalk and towels, with little long rows of

steps for the little ones to climb up. The letter has first to be written out (in draft) on the chalk-board, corrected and settled finally before it is allowed to be written with ink on paper. Now, then, a little child is called out to write on each board, at the right-hand corner, the name Swallow's Brook, the day, Friday, the date, September 20, 1867. The arrangement of this gives rise to variety of opinion and discussion. Shall "Swallow's Brook" go down as two words or one? Shall the second part have a capital letter? Shall a stroke part the words? Shall "Friday" go below or on the line? Shall we write 20 Sept., or 20 September, or September 20? Shall we put 1867 below or on a line? Shall we begin near the top of the board, or lower or more right or left, and on three lines, two lines, or one? At last, the best is settled, and the master asks the cleverest girl to write down the pattern agreed, dating at the right-hand corner, with the proper margin all round, and this is now copied over by each on the slate as the right heading. "My dear mother" is rightly placed, at last, the same way, and, preliminaries adjusted, the real business of the day begins in earnest. "My dear mother—I did not get into Swallow's Brook before the hand of the clock, on the lower church, told three-quarters of eight," and so forth. The letter being finished, revision and criticism begin. Each pupil changes slates with her or his neighbor, who has to pick holes and find fault. The corrected slates are all shown to the master, who gives the finishing touch. At last, they all sit down to the desk, take pen and ink, mend their pens, rule their paper, and write out the letter fairly on the pages of their letter-book, which is to form a standard of reference for any letters of the sort they may want to write in their future life.

Two Opinions.—I speak it without exception, and I know what I say to be true, all our men are overworked and underpaid. There is no class of men, in the world or in the church, at this day, who require so much intelligence, attainments, and expense for their education; who are so miserably paid and so prodigiously overworked, as those who are engaged in education, in all its departments, from the highest to the lowest. We can never become a civilized people, in the highest sense of the word, until we are willing to pay for the brain-work that is engaged in the work of education.—*President Anderson.*

EDUCATIONAL LEGISLATION IN MAINE.

In endeavoring to promote any important interest, it is worth while occasionally to review past progress, both for the sake of profiting by its experiences, and for encouragement in future effort. The history of education in this State is not a lengthy one, and its salient points are few. A review of these points will, on the whole, show progress, though it may not always have been with full sails. Much of the time the bark has seemed becalmed, the atmosphere being heavy with indifference, and when a breeze has sprung up in its favor, it has seemed like the wind raised by the philosopher who, having mounted a bellows in the stern, acts upon his own sails, but the more he puffs, the stronger the reaction sets against him. But, if the figure is worth pursuing, outside winds have occasionally sprung up, and when not dead ahead, the little bark, freighted with the hopes of the people, has, by dint of earnest beating, made some headway, though at the expense of a lengthy traverse. It must have been observed at every point in the course that two influences have been especially potential to progress,—public opinion and law. One is the breeze that impels forward, the other the rudder that gives direction. As the demands of the people for educational privileges for their children have become more pressing, and their appreciation of these blessings higher, their representatives have responded to this sentiment by the enactment of laws giving the educational system greater efficiency.

CONSTITUTIONAL PROVISIONS.

In 1819, when Maine became a distinct State, in the formation of her constitution, the education of her citizens was not forgotten. In Art. VIII., there is not only set forth the duty of the legislature in regard to public schools, and a proper limit set, or direction given, to their action, and likewise in regard to academies, colleges, and other seminaries of learning; but the reason of this demand is distinctly stated. It is noticeable that this is the only article in the constitution where the reason for the requirement is expressly given, except in the general Declaration of Rights; and the incidental statement of the reason in Art. VIII, is not so much to fortify the position taken by the framers of the instrument, as to give an expression of their sense of its importance. We will here present that portion of the

article to which we may wish to allude in speaking of legislative action under it, inasmuch as it is the only article in the constitution under which educational legislation is made, and as precisely what is required and how the demand must be met, with the reason therefor is stated.

"Art. VIII. LITERATURE.—A general diffusion of the advantages of education being essential to the preservation of the rights and liberties of the people; to promote this important object the legislature are authorized, and it shall be their duty to require, the several towns to make suitable provision, at their own expense, for the support and maintenance of public schools; and it shall further be their duty to encourage and suitably endow, from time to time, as the circumstances of the people may authorize, all academies, colleges, and seminaries of learning within the State."

EARLY LEGISLATION.

The school system of Maine, on the adoption of the constitution was of course the same as that of the parent State, Massachusetts. The inhabitants of each town were required to establish public schools and continue them a certain period each year. By the first legislature after the separation from Massachusetts, no action in regard to schools was taken; but by the second, in 1821, a general school law was enacted, which differed from the former law only in this, that a certain amount of money was to be raised by each town, on polls and property, of not less than forty cents for each inhabitant, to be apportioned among the several districts in town, and annually expended for public schools, instead of being required to sustain their schools a given length of time. The school laws then enacted were the basis of our school laws as they have existed in most of their essential features for half a century; subject, of course, from time to time, to various modifications to meet the demands of the hour.

By the first general school law, the district system, which had been inherited from the parent State, was recognized, and the inhabitants of the several districts were invested with corporate powers to build and repair school-houses and for some other minor purposes. The towns, at their annual meetings, were to elect an agent for each district and a superintending committee for the town. It was the duty of the agent to oversee the prudential affairs of the district and em-

ploy the teachers; the school committee were to examine teachers, and certify to their qualifications, to select text-books, and in every way possible to promote the welfare of the schools.

Those who can remember the condition of our schools from 1835 to 1845 can be in no doubt that the system needed revision. The theory on which the system rested, as enunciated by the early Puritans, was a correct one and admitted of but little improvement, but its development in practice had not kept pace with the demands upon it. Slight changes had been made in our school laws that would produce any practical results in the working of the system,—nothing looking to the improvement of our teachers or the more close supervision of our schools. Districts were allowed, on vote of towns, to choose their agents, and at their own discretion to expend 10 per cent. of their school-money, for fuel and repairs. A return of school statistics to the office of Secretary of State was required, and abstracts of these made and transmitted to the various districts. The bank tax of one-half of one per cent on the capital stock of State banks was divided among the various towns according to the number of children of school age, for the benefit of public schools, and power was given in 1827, and still further in 1842, to districts to classify scholars and grade their schools.

It would be interesting and far from unprofitable to review more particularly every step taken in educational legislation in our State, to notice the influence of such men as Horace Mann of Massachusetts and Henry Barnard of Connecticut and of some earnest workers in our own State likewise, in forming public opinion and in urging effective legislation in behalf of schools. It would be interesting to notice the influence of our colleges on popular education, and especially to mark the golden era of our academies from 1830 to 1850, their influence in the preparation of teachers and their introduction of improved methods of instruction. This would carry us far beyond the limits of our present paper, and must be reserved for a better opportunity, and, we hope, for an abler pen.

EDUCATIONAL REFORM. 1845–52.

Calling to mind our schools as they were in 1840, it is no matter of surprise that our best citizens were anxious for their reform. The school reports issued in Massachusetts and other States, the evidences

of progress that reached us from those States disturbed the public mind here. The annual messages of our governors contained stirring appeals for legislation looking to reform in the management of our school system, for State and county supervision, and for Normal school instruction for our teachers. "It was a period more distinguished than any since the revival of letters for the diffusion of knowledge generally among the masses of men, for the progress of science, for the application of learning to the daily duties of public life, and for the advancement of society in its material and moral affairs." All these influences led to the earnest discussion of various plans for action both in the legislature and in State educational conventions from 1840 to 1845. It had become a settled conviction that the free common school lies at the foundation of the republic, but that we in our State were making this foundation less broad and strong than the superstructure which we were fast rearing upon it would require.

In 1845, "an act to promote the usefulness of common schools," authorizing the governor and council to appoint a board of school commissioners of thirteen, one from each county, to devote a considerable portion of their time, each in the schools of his county, introducing improved methods, gathering statistics, etc., was passed in the popular branch of the legislature, but was indefinitely postponed in the senate. The next year a bill to appoint a board of three commissioners shared a similar fate. These bills were opposed on the ground that the appointment of commissioners by the executive would be a political measure, and hence the best men would not be selected for the place; and that they would not be able to reach the results desired, and what they could do would not warrant the outlay; objections that subsequent events have proved well founded. Some opposed the bills because they were not up to their demands, some because they were opposed to all efforts at reform. The politicians were vastly behind the demands of the people.

In the winter of 1846, the friends of education held a State convention at Augusta. It was a determined meeting, and its action decisive. They memorialized the legislature, asking for a board of education in terms not to be misunderstood, and their request was granted. In the summer following, the legislature passed a bill establishing a board of education, consisting of thirteen, one from each county, to be elected by the school committees of the several towns of each coun-

ty in joint convention, and the board was to elect its own secretary. It was made the "duty of the board, and especially of their secretary, to devote themselves assiduously" to the improvement of our school system, and to report annually the results of their work to the governor and legislature.

The Board of Education was chosen as prescribed, and in December, 1846, held their first meeting. They made unanimous choice of Wm. George Crosby, of Belfast, as their first secretary. Their first report, including one from their secretary, was made to the legislature in the summer of 1847. Thus was inaugurated one of the most desirable and efficient educational movements that has ever been established in any State. The Board thus chosen was free from any political or partisan bias. It was made up of men of influence in their counties, men from the people, and chosen practically by the people, and consequently possessing the confidence of the people. Their secretary, also, was a man equal to the place, one whom the people honored, not only in that position, but afterwards as their chief magistrate. His three annual reports are models for their nice discrimination, deep research, and classical purity of diction. His plea for common schools, and his appeal to parents, teachers, and school officers, under the head of "What remains to be done," in his third and last report, deserves to be read and re-read annually by all who occupy those important positions.

County institutes were held for the improvement of teachers, as temporary substitutes for normal schools, which it was urged should soon be established. County associations were organized in all the counties of the State, better school-houses began to make their appearance, the demand for better teachers was urgent, and this demand was in part met by efforts on their part to a higher preparation for their work; on every hand improvement in our schools was most manifest.

After a term of service of about three years, in the summer of 1849, Mr. Crosby resigned his position as secretary of the board, and Hon. E. M. Thurston, of Charleston, was chosen his successor. Mr. Thurston was a persistent worker, but not so scholarly or popular as his predecessor. He labored manfully to continue the work begun, but "it was not Achilles' self clad in Achilles' arms." Having been, as was alleged, engaged in political intrigues in his own county, he had

become offensive to persons of influence, and this led to a combined opposition to any interest that he represented. This, and other causes perhaps, resulted in the passage of an act, in 1852, establishing in each county a commissioner of schools, to be appointed by the governor, thus legislating out of existence the board of education with their secretary.

The principal laws of importance passed during the existence of the board were, one providing for teachers' institutes, another that teachers should keep school registers and return the same to the school committee; the superintending school committee were required to make returns of school statistics to the State department; another specifying the conditions on which scholars between twelve and fifteen years of age could be employed in factories, and another that the expense of teachers' institutes be paid from the common resources of the State, instead of the school fund, and that the distribution of the income of the school fund, amounting to over $100,000, arising from the sale of lands previously set apart for public schools, be divided among the several towns and plantations.

[TO BE CONTINUED.]

THERE are 40 law schools in the United States, with 129 professors and 1,722 students; and 117 theological seminaries, with 285 instructors and 2,062 students. The table of medical schools indicates 57 known as regular, 4 as eclectic, 2 as botanic, 6 as homœopathic, 9 as dental, and 16 as pharmaceutical; total, 94. There are also 47 scientific schools of all kinds; and 114 Normal schools, 10,922 pupils. Nevada gives her teachers the highest rate of monthly pay—$125.59—while of the older States, where the Normal wages prevail, Massachusetts heads the list, as she does also in the per capita rate of expenditure for public schools. She lays out $26.66 per head of her school population for such purposes, while Pennsylvania expends $7.97, and New York but $6.89. Virginia, the once proud "mother of States and Statesmen," we are sorry to see at the foot of the list. There are 180 libraries in the United States, of which Massachusetts has the largest number, and New York the largest number of volumes. We might extend these statistics much further, but the above must suffice for the present.

ORIGIN OF THE NAMES OF THE STATES.

Maine—So called from the province of Maine, in France, in compliment to Queen Henrietta, of England, who it has been said owned the province. This is the commonly received opinion.

New Hampshire—Named by John Mason, in 1639 (who with another obtained the grant from the crown), from Hampshire county, in England. The former name of the domain was Laconia.

Vermont—From the French, *verd mont*, or green mountain, indicative of the mountainous nature of the State. The name was first officially recognized January 16, 1777.

Massachusetts—Indian name, signifying "the country about the great hills."

Rhode Island—This name was adopted in 1664, from the Island of Rhodes, in the Mediterranean, because of its resemblance to that island.

Connecticut—This is the English orthography of the Indian word Quon-eh-ta-cut, which signifies the "long river."

New York—Named by the Duke of York, under color of the title given him by the English crown in 1664.

New Jersey—So called in honor of Sir George Carteret, who was Governor of the Island of Jersey, in the British Channel.

Pennsylvania—From William Penn, the founder of the colony, meaning "Penn's woods."

Delaware—In honor of Thomas West, Lord de la Ware, who visited the bay, and died there, in 1810.

Maryland—After Henrietta Maria, Queen of Charles I., of England.

Virginia—So called in honor of Queen Elizabeth, the "virgin queen," in whose reign Sir Walter Raleigh made the first attempt to colonize that region.

North and South Carolina were originally in one tract, called "Carolana," after Charles IX., of France, in 1504. Subsequently, in 1666, the name was altered to Carolina.

Georgia—So called in honor of George II., of England, who established a colony in that region 1732.

Florida—Ponce de Leon, who discovered this portion of America in 1512, named it Floriday in commemoration of the day he landed there, which was Pasquas de Flores of the Spaniards, or "Feast of Flowers," otherwise known as Easter Sunday.

Alabama—Formerly a portion of Mississippi territory, admitted into the union as a State in 1819. The name is of Indian origin, signifying, "here we rest."

Mississippi—Formerly a portion of the province of Louisiana. So named in 1800 from the great river on the western line. The term is of Indian origin, meaning "long river."

Louisiana—From Louis XIV., of France, who for some time prior to 1763 owned the territory.

Arkansas—From "Kansas," the Indian word for "smoky water," with the French prefix "arc," bow.

Tennessee—Indian for "the river of the big bend," *i. e.*, the Mississippi, which is its western boundary.

Kentucky—Indian for "at the head of the river."

Ohio—From the Indian, meaning "beautiful." Previously applied to the river, which traverses a greater part of its borders.

Michigan—Previously applied to the lake, the Indian name for fish-weir. So called from the fancied resemblance of the lake to a fish-trap.

Indiana—So called in 1802 from the American Indians.

Illinois—From the French "illini," men, and the French suffix "ois," together signifying "tribe of men."

Wisconsin—Indian term for a "wild rushing channel."

Missouri—named in 1821 from the great branch of the Mississippi which flows through it. Indian term, meaning "muddy."

Iowa—From the Indian, signifying "the drowsy ones."

Minnesota—Indian for "cloudy water."

California—The name given by Cortes, the discoverer of that region. He probably obtained it from an old Spanish romance, in which an imaginary island of that name is described as abounding in gold.

Oregon—According to some, from the Indian Oregon, "river of the west." Others consider it derived from the Spanish "oregano," wild marjoram, which grows abundantly on the Pacific coast.

NICK-NAMES OF THE PEOPLE OF THE DIFFERENT STATES.

Alabama, Lizards; Arkansas, Toothpics; California, Gold Hunters; Colorado, Rovers; Connecticut, Wooden Nutmegs; Delaware, Muskrats; Florida, Fly up the Creeks; Georgia, Buzzards; Illinois, Suck-

ers; Indiana, Hoosiers; Iowa, Hawkeyes; Kansas, Jayhawkers; Kentucky, Corn Crackers; Louisiana, Creoles; Maine, Foxes; Maryland, Craw Thumpers; Michigan, Wolverines; Minnesota, Gophers; Mississippi, Tadpoles; Missouri, Pukes; Nebraska, Bug-eaters; Nevada, Sage Hens; New Hampshire, Granite Boys; New Jersey, Blues or Clam Catchers; New York, Knickerbockers; North Carolina, Tar Boilers and Tuckoes; Ohio, Buckeyes; Oregon, Webfeet and Hard Cases; Pennsylvania, Pennamites and Leatherheads; Rhode Island, Gun Flints; South Carolina, Weasles; Tennessee, Whelps; Texas, Beefheads; Vermont, Green Mountain Boys; Virginia, Beadles; Wisconsin, Badgers.

TERRITORIES, ETC.

Utah, Polygamists; Dakotah, Squatters; New Mexico, Spanish Indians; Idaho, Fortune Seekers and Cut-throats; Nova Scotia, Blue Noses; New Brunswick, Fishheads; Canada, Canucks.

READING BEFORE LEARNING TO SPELL.

In the May number of the *Journal* was an article by "E. W. H." with the above caption. It very properly condemns the practice of teaching children to read before teaching them to spell. "E. W. H." cites three special instances to sustain this position. He knows of three persons who were taught to read by the "word-method" regardless of learning to spell. They made very rapid progress, at first, in reading. He also says, speaking of the use of the word method in certain primary schools, that the "children learned to read quite difficult reading in an incredibly short time." No doubt. But to the three special instances where the children, it seems, were taught by the parents regardless of spelling. After a little, troubles began to thicken. At ten years of age the children were set to spelling a-b, abs; they couldn't learn; later they had multiplied trouble with Latin and Greek, all because they learned to read by the "word-method" without learning to spell. Perhaps so. But with that we have nothing to do. We cannot believe there are any teachers in Maine, who practice any such absurd method as teaching children to read simply by naming the words, and neglecting to teach them the alphabet and to spell. Certainly no intelligent person, educationally intel-

ligent, ever advocated such a method. As we understand the advocates of the word-method, this, in the main, is the method: Without waiting for the child to master the alphabet, often taking a whole term, set him to reading at once, but at the same time, begin to teach him the alphabet, and to spell both by naming the letters and giving their powers. The child can be taught to spell as he can be taught to read, before his eye has learned to recognize the letters. Let the different processes of learning the form of the letters, their names and powers, separate and in combination, go along with the process of learning to read by the eye. Greater progress will be made in each by combination than alone. But never permit the child to stop and spell out his words, when, in reading, he comes to those his eye does not recognize. Tell him, rather. Reading should be read, and by the eye alone, and spelling—different exercises at different times. This, omitting details of practice, is what we understand by the "word-method," simple, pleasant, and fruitful results. It is because children are so generally permitted, yes, required, to spell out words when reading, that there are so many halting, sing-song, machine readers in the public schools. What great sin have the parents committed that the children should be punished by the infliction of such a curse. C. B. S.

Influence of the Teacher.—The teacher in the common school or the Sabbath school may, with the sunlight of truth, photograph on the tender minds committed to his charge, a thousand forms of holy beauty. The humblest and most quiet man may write upon his neighbor's heart good thoughts and kind deeds, which will last forever. And such a monument will be a real immortality, more enduring than brass, and loftier than the real majesty of the pyramids. Such a record, instead of growing dim with time, will grow deep with eternity, and will still be bold and legible, when the sculptures of Nineveh, which have outlasted the centuries, shall have all faded out, and the steel pictures of modern arts shall be forgotten. And when the things which time obscures shall be revealed by the light of eternity, the names of those unknown artists shall be found written, not only on tablets of stone or brass, but on the fleshy tablets of the heart and the unfading pages of the soul.—*Daniel Webster.*

RESIDENT EDITOR'S DEPARTMENT.

A GOOD TIME COMING.

Our co-laborers in the school-room are doubtless looking forward to their summer vacation now approaching, which shall give them a respite from the toils and cares incident to the teacher's life. They certainly need it, and we hope they will enjoy it. But the teachers of New England are to be favored with some rare privileges during their summer rest. The National Association of teachers, the largest association of teachers in the country, if not in the world, will meet in Boston early in August. This association has never held a session in New England, and we anticipate the largest gathering of teachers at the "Hub," that has ever taken place in this section of the country. In the present number of the *Journal* we publish the programme of those meetings as far as arranged. A more detailed statement will be published in our next number. The exercises, as will be seen, are to be of so varied a character that teachers of all grades, and all friends of education, will find something of especial interest to them. Entertainment for those in attendance will be furnished at varying prices and within the means of all. Let Maine be well represented at these meetings. So say we all of us.

Soon after the convention in Boston, the American Institute of Instruction will meet in Lewiston. We have not yet a programme of that meeting, but shall doubtless be able to lay it before our readers in our July number. Maine teachers owe it as a duty to themselves, to their State, and to the cause of education, to see that our profession is well represented when so old and so good an association convenes in our midst,—an event of rare occurrence. We have no doubt it will be found good to be there.

NOVEL EXPERIMENT.

The agent of the Massachusetts Board of Education in his last report says:

There is one peculiarity in the management of the Woburn high school which, for several reasons, is worthy of special consideration. The "half-day system," which has been in operation there for several years, requires the attendance of the pupil but one-half of each day, provided he has faithfully performed his duties. It is thought that this system has a good influence upon the *character* of the pupil, as it increases his self-reliance, and cultivates a feeling of responsibility; upon his *health*, also, as during the time in which he is preparing his lessons he escapes the necessary restraint of the school-room and its vitiated atmosphere; and upon his *mind*, as undisturbed by the

distracting influences that are unavoidable in a large school, he can accomplish much more in the same time, and with much more satisfaction. It is an economical arrangement also. Says the superintendent: "The present high school-house was intended to accommodate ninety pupils. With this system it will accommodate just twice that number." (One-half attending in the morning, and the other half in the afternoon.) "Hence it is to-day saving an expenditure of from twenty to thirty thousand dollars in the erection of a new high school building."

The results of this system are so entirely satisfactory to all parties interested, and its advantages so obvious, that I would commend it for adoption in those towns whose citizens are not prepared to incur the expense of erecting new high school buildings, or of enlarging existing ones, to accommodate the increasing number of pupils prepared to enter upon the high school course of study.

MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

THE next annual meeting of the National Educational Association will be held in the City of Boston, Mass., on the 6th, 7th, and 8th days of August, 1872. The forenoon and evening of each day will be occupied by the General Association, and the afternoon of each day by the four Departments. The exercises will be held in the Lowell Institute Hall and the Hall of the Institute of Technology.

GENERAL ASSOCIATION.

1. Methods of Moral Instruction in Public Schools, by Dr. A. D. Mayo, Cincinnati, O.

2. The Co-education of the Sexes in Higher Institutions.

[President White, of Cornell University, will present this topic, if other duties permit him to attend the meeting.]

3. Compulsory School Attendance, by Newton Bateman, State Supt. Pub. Instruction, Ill.

Discussion to be opened by J. P. Wickersham, State Supt. Com. Schools, Pa.

4. The Examining and Certificating of Teachers, by John Swett, Ass't. Supt. Schools, San Francisco, Cal.

5. System of Normal Training Schools best Adapted to the Wants of Our People—Report by Wm. F. Phelps, Minn., Ch'n of Com.

6. The Educational Lessons of Statistics, by Hon. John Eaton, Jr., National Commissioner of Education.

7. Drawing in the Public School, by Walter Smith, State Director of Art Education, Mass.

8. Comparison in Education, by John D. Philbrick, Supt. Pub. Schools, Boston.

ELEMENTARY DEPARTMENT.

Miss D. A. Lathrop, Cincinnati, O., President.

1. Objective Teaching—Its Scope and Limit, by N. A. Calkins, Ass't Supt. Schools, New York City.

2. English Grammar in Elementary Schools, by M. A. Newell, Principal of State Normal School, Baltimore, Md.

3. Instruction in Natural Science in Elementary Schools. ——

4. Adaptation of Froebel's Educational Ideas to American Institutions, by W. N. Hailman, Louisville, Ky.

NORMAL DEPARTMENT.

C. C. Rounds, Farmington, Me., President.

1. The Proper Work of the Normal School, by J. C. Greenough, Principal State Normal School, Rhode Island.

2. Professional Training in Normal Schools, by T. W. Harvey, State School Commissioner, Ohio.

3. The Normal Institute, by A. D. Williams, Principal State Normal School Nebraska.

4. Normal Work among the Freedmen, by S. C. Armstrong, Hampton, Va.

5. Model Schools—Their Uses and their Relation to Normal Training.

DEPARTMENT OF SUPERINTENDENCE.

John Hancock, Cincinnati, O., President.

1. The Extent, Methods, and Value of Supervision in a System of Schools, by H. F. Harrington, Supt. Schools, New Bedford, Mass.

Discussion to be opened by J. L. Pickard, Supt. Schools, Chicago, Ill.

2. The Early Withdrawal of Pupils from School—Its Causes and Remedies by W. T. Harris, Supt. Schools, St. Louis.

Discussion to be opened by A. P. Stone, Principal of High School, Portland, Me.

3. Basis of Percentage of School Attendance—Report of Committee.

DEPARTMENT OF HIGHER INSTRUCTION.

D. A. Wallace, Monmouth College, Ill., President.

1. College Degrees—Report of Committee, Pres. D. A. Wallace, Chairman.

2. Greek and Latin Pronunciation—Report of Committee, Prof. H. M. Tyler, of Knox College, Ill., Chairman.

3. The Method of Teaching Physics by Laboratory Practice and Objectively, by Prof. Ed. C. Pickering, of Boston.

4. Modern Languages—Their Place in the College, College Preparatory, and Scientific Preparatory Courses, by Pres. J. B. Angell, of Michigan University.

5. How to Teach English in the High School, by Prof. F. A. March, of Lafayette College, Pa.

6. General Education as a Basis of Professional Training, by Prof. John S. Hart, of Princeton College, N. J.

The daily programme will be so arranged as to afford time for the thorough discussion of the topics of the greatest interest and importance, and each discussion will be opened by a person selected for the purpose. All who may be willing to participate in these discussions, are requested to come prepared to express well-matured opinions in the fewest possible words.

Considerable difficulty has been experienced in making satisfactory railroad arrangements, but it is expected that at least two of the through lines from the West will agree to sell round trip tickets at reduced rates. The arrangements will be announced as soon as completed. The local committee reports that nine good hotels agree to entertain guests at reduced rates—varying from $1.50 to $3.50 a day.

S. H. WHITE, *Secretary.* E. E. WHITE, *President.*

THE AMERICAN SYSTEM OF PUBLIC INSTRUCTION.

THE following summary is an authoritative statement of the American principles of education. It has been indorsed by the leading educators of this country, having been prepared for circulation in Japan, in accordance with the request of Mr. Mori, Japanese Charge d'Affaires at Washington:

I. EDUCATION UNIVERSAL.

The American people maintain in every State a system of education which begins with the infant or primary school and goes on to the grammar and high schools. These are called "Public Schools," and are supported chiefly by voluntary taxation, but partly by the income of funds derived from the sale of government lands, or from the gifts of individuals.

II. PUBLIC SCHOOLS HAVE BEEN TRIED FOR 250 YEARS.

Their estimate of the value of education is based upon an experience of nearly two centuries and a half, from the earliest settlement of New England, when public schools, high schools, and colleges were established in a region which was then almost a wilderness. The general principles then recognized are still approved in the older portions of the country, and are adopted in every new State and territory which enters the union.

III. THE WELL-KNOWN ADVANTAGES OF EDUCATION.

It is universally conceded that a good system of education fosters virtue, truth, submission to authority, enterprise and thrift, and thereby promotes national prosperity and power; on the other hand that ignorance tends to laziness, poverty, vice, crime, riot, and consequently to national weakness.

IV. STATE ACTION INDISPENSABLE.

Universal education cannot be secured without aid from the public authorities; or in other words the State, for its own protection and progress, should see that public schools are established in which at least the rudiments of an education may be acquired by every boy and girl.

V. THE SCHOOLS ARE FREE, ARE OPEN TO ALL, AND GIVE MORAL, NOT SECTARIAN LESSONS.

The schools thus carried on by the public, for the public, are (*a*) free from charges for tuition; (*b*) they are open to children from all classes in society; (*c*) no attempt is authorized to teach in them the peculiar doctrines of any religious body, though the Bible is generally read in the schools; and (*d*) the

universal virtues, truth, obedience, industry, reverence, patriotism, and unselfishness, are constantly inculcated.

VI. PRIVATE SCHOOLS ALLOWED AND PROTECTED BY LAW.

While public schools are established everywhere, the government allows the largest liberty to private schools. Individuals, societies, and churches are free to open schools and receive freely any one who will come to them, and in the exercise of this right they are assured of the most sacred protection of the laws.

VII. SPECIAL SCHOOLS FOR SPECIAL CASES.

Special schools for special cases are often provided, particularly in the large towns; for example, evening schools for those who are at work by day; truant schools, for unruly and irregular children; normal schools for training the local teachers; high schools for advanced instructions; drawing schools for mechanics, and industrial schools for teaching the elements of useful trades.

VIII. LOCAL RESPONSIBILITY UNDER STATE SUPERVISION.

In school matters, as in other public business, the responsibilities are distributed and are brought as much as possible to the people. The federal government being the union of many States, leaves to them the control of public instruction. The several States mark out, each for itself, the general principles to be followed, and exercise a general supervision over the workings of the system; subordinate districts or towns determine and carry out the details of the system.

IX. UNIVERSITIES AND COLLEGES ESSENTIAL.

Institutions of the highest class, such as universities, colleges, schools of science, etc., are, in a few of the States, maintained at the public expense; in most they are supported by endowments under the direction of private corporations, which are exempted from taxation. Consequently where tuition is charged the rate is always low. They are regarded as essential to the welfare of the land, and are everywhere protected and encouraged by favorable laws and charters.

A TEACHER requests some monthly editor to say which is the best grammar for country schools; also, is it well to use the normal school-books as far as the classes will admit in the district schools for the benefit of those who cannot attain the normal terms?

WANTED.—A copy of the *Maine Normal* for January, 1867. Any person having a copy of that date to spare will be well paid for the same by sending it to the resident editor.

Professor Seeley, in his lecture before the New York Liberal Club recently on poisons, stated that school-books with green covers were injurious, and should never be permitted to be used by children.

MISCELLANEOUS.

An Archbishop at Figures. — Archbishop Whately tells a curious fact about his boyhood. A power of performing difficult sums of arithmetic in his head came to him suddenly, when about six years of age, and continued for three years, when it left him again. He could not explain how the work was done; but the answers came to his mind, and were invariably right. He could do it much more readily in his head than on paper, and more rapidly than others could do it in any way.

The power passed from him as mysteriously as it came. He was never, in after life, distinguished for any aptness for the details of mathematics, though always having an easy mastery of its principles. There have been several cases of a similar sort, but never, that we remember, in one of such eminent mental power as Archbishop Whately.

The report for the year 1871 gives the total number of pupils enrolled in the public schools of Philadelphia as 87,428, of whom 6,353 were registered in the night schools. There were employed in the day schools 1,505 female teachers and 79 male teachers. The total expenditures were $1,370,457, of which $833,151 were for salaries. The report favors the compulsory education of vagrant children of whom there are over 20,000.

Mrs. Jane A. Eames of Concord, N. H., has presented to the high school of that city a large and valuable collection of minerals and curiosities gathered by her in her various travels in Europe, Asia, Africa and America. Among these is a complete set of Austrian minerals, as well as of Swiss, the first bought of the State Geologist of Austria, the second got in the neighborhood of Mount Blanc.

A congress of schoolmasters is to be held this summer at Geneva, July 27 —August 5, with an exposition of school manuals, maps, plans, globes, school furniture and other materials used in the work of instruction, not only in Switzerland, but in other countries as well.

Mr. Orville B. Grant, formerly of Ellsworth, Me., and a graduate of Bowdoin, has lately taken charge of the Hughes School, Providence, R. I. at a salary of $2000.

A dying Californian left $100,000 to the deaf and dumb asylum of San Francisco, with the remark that his beneficiaries could not talk about him after his death.

The Dublin University Magazine says the use of tobacco produces hypocondriasis, amaurosis, and locomotoretaxy. Enough to convince anybody!

The highest salary paid in this country to a lady teacher is said to be given to Miss Anna C. Brackett, the principal of the Normal School at St. Louis, $2,500 a year.

Troy, N. Y., proposes to do a good thing, by instituting a college for women, to cost about $500,000.

Harvard College has fifty-four funded professorships.

BOOK TABLE.

A SMALLER ANCIENT HISTORY OF THE EAST. By Phillip Smith. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The reader of history will find in this convenient little volume a very interesting account of the history and antiquities of Egypt and Ethiopia, Assyria and Babylon, and the Medo-Persian Empire, and the countries subject to it. The illustrations are full and excellent.

A MILLER'S STORY OF THE WAR; or, the Plebiscite. From the French of Erckmann-Chartrian. New York: Scribner, Armstrong & Co. Portland: Loring, Short & Harmon.

Christian Weber, an honest miller, tells the story of the French Plebiscite and the Franco Prussian war in a plain and simple way that makes the book of delightful interest.

AN AMERICAN GIRL ABROAD. By Adeline Trafton. Boston: Lee & Shepard.

It is one of the highest recommendations of this book of travel to say of it that the author describes what she saw and *nothing more*. Oftentimes travellers return from their wanderings, and go to some library, where encyclopedias do abound, and write up their books. Not so with Miss Trafton. She gives us a chatty account of what came under her observation and her book is pleasant and sensible. She must be a good traveling companion.

PRINCIPLES OF POLITICAL ECONOMY. By John Stuart Mill. Boston: Lee & Shepard.

The author of this compact volume is well known as one of the first writers of the day upon political economy, as well as upon some other subjects, and his opinions are carefully perused by the reading public. The present is a people's edition in one volume of the Mr. Mill's work heretofore published in two volumes.

STRANGE DWELLINGS. By J. G. Wood. Boston: Lee & Shepard.

The strange dwellings of which this book treats are the habitations of animals, described and illustrated with a skill that gives the book an all pervading interest. And it is not only interesting, but profitable reading for the young and for all lovers of natural history.

LORD KILGOBBIN. By Charles Lever. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This is one of Mr. Lever's best works, and will be read with the keenest relish by the many admirers of the author of Charles O'Malley, etc.

THE DESERT OF THE EXODUS. By E. H. Palmer. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The author of this book, who is a distinguished scholar, especially in the Arabic language, accompanied the Sinai and Palestine exploring party in a journey on foot in the wilderness of the forty years wandering. To the student of sacred geography and biblical antiquity it will be a treasure of interest and profit. It is accompanied with maps and illustrations from photographs and drawings made on the spot.

THE NATIONAL ENCYCLOPEDIA, by L. Colange, LL. D. National Encyclopedia Publishing Co., N. Y.

The design of this work is to give, in a condensed form, all the information possible on every known subject. The work will be completed in a little over 1000 double-column pages in nonpareil type. The articles are necessarily brief, but this is compensated by the great variety of subjects treated. From the numbers examined by us, we can say that the promises of editor and publisher will be amply sustained as regards the originality and reliability of its information. For those unable to procure a voluminous Encyclopedia it will be found invaluable, and to those who already possess complete libraries, it will be exceedingly useful as a work of quick reference.

A LATIN GRAMMAR. For Schools and Colleges. By Joseph H. Allen and James B. Greenough. Boston: Ginn Brothers.

This grammar, which comes to hand just as we are nearly ready for the press, is a compact manual for the use of the student in his preparatory and college courses. Its size seems about what a Latin Grammar should be, and its matter is very well arranged and clearly presented.

THE SIXTH READER. By Lewis B. Monroe. Philadelphia: Cowperthwait & Co.

This higher reader is a gem of its kind, as one might expect from the hands of Mr. Monroe. The elocutionary matter prefixed to this volume is of the highest order, and is so digested as to be of the most practical kind. The selections are from the best authors, and are admirably adapted for the purpose of elocutionary drill and general reading. We should like to use the book with a class.

AN ELEMENTARY GEOMETRY. By William F. Bradbury. Boston: Thompson, Bigelow & Brown.

A geometry with exercises for its application, all within 110 pages, is a curiosity and a triumph. Such is this book. Everything superfluous is omitted, and the work is full enough for ordinary use. It looks well.

THE DOCTOR'S DAUGHTER. By Sophie May. Boston: Lee & Shepard.

A new book by the children's favorite, the author of the Little Prudie books, etc., is quite sure to have many readers; and the readers of the Doctor's Daughter will be richly rewarded for their time in the reading.

SERMONS. By Rev. T. DeWitt Talmage. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The popular preacher at the Brooklyn Tabernacle, has a style of his own which is quite peculiar and not always free from faults; but it has an element of attractiveness and interest about it which accounts for his popularity as a speaker and writer. There is a raciness about him that is very enjoyable. The present volume contains more than thirty sermons upon a great variety of subjects, and is a very readable book.

PRIMARY ANALYTICAL ARITHMETIC. By S. P. Sanford. Philadelphia: J. B. Lippincott & Co.

The first steps in numbers are well laid down in this little manual, designed for young children.

LATIN SCHOOL SERIES OF CLASSICS, containing selections from Phædrus' Justin, and Nepos. By Francis Gardner, Head Master, and A. M. Gay and A. H. Buck, Masters in the Boston Latin School. Boston: Lee & Shepard.

This volume is issued as a part of the present Latin course in the Boston Latin School, and is a well edited and attractive book. The notes are very judicious, and the vocabulary is well prepared. The editors are all men of excellent scholarship, and of well-known skill in teaching.

AN ELEMENTARY MANUAL OF CHEMISTRY. Abridged from Eliot & Storer's Manual. By Wm. Ripley Nichols. New York: Ivison, Blakeman, Taylor & Co.

This treatise is prepared for those who teach largely by the experimental method, and it will be found to be of great assistance in the laboratory and class-room. It is fully up with the times, and presents the science in its latest phases and facts.

ANNUAL RECORD OF SCIENCE AND INDUSTRY FOR 1871. Edited by Spencer F. Baird. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The title of the above volume needs no explanation. All the valuable discoveries in science during the past year are here presented in a tangible form for reading and reference. Some of the contents of the book have before appeared in the Scientific Record of Harper's Monthly and Weekly, and in other forms. Such a work is indispensable for those who wish to keep posted in the progress of science.

A BRAVE LADY. By the author of John Halifax, etc. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Miss Mulock's name is a sufficient introduction to any well informed reader of the present day. "A Brave Lady" is a very entertaining and a very healthful book. The present series of this author's works, now in course of publication, is deservedly a very popular one.

A SCHOOL HISTORY OF THE UNITED STATES. By W. H. Venable. Cincinnati and New York: Wilson, Hinkle & Co.

Text-books in History are getting to be numerous. The present one is a very excellent manual for schools, prepared by a well-known scholar and teacher. It is clear and concise, and very reliable. There is everywhere evidence of great care in the preparation of the book, and the style of the maps, illustrations, and other features is highly satisfactory.

FIRST LESSONS IN OUR COUNTRY'S HISTORY. By William Swinton, New York: Ivison, Blakeman, Taylor & Co.

This is not merely a juvenile history for the entertainment of children. It is a text-book for use in the lower grades of schools, and is compiled with good judgment and taste. The subjects treated are the most important and interesting features of our country's history, and they are set forth in language well adapted to young learners.

LE MISANTHROPE. A comedy by Moliere. Edited by Edward S. Joynes. New York: Holt and Williams.

Prof. Joynes has prepared notes to this well-known comedy which will be of essential benefit to the student and teacher.

PUBLIC PARLOR READINGS. By Lewis B. Monroe. Boston: Lee & Shepard.

Mr. Monroe, who is known as one of our most successful teachers of elocution, has given us two choice volumes,—one humorous, the other miscellaneous. They are designed for reading clubs, and for public and social entertainment, and each volume comprises a good variety of prose and poetry. The selections are made with good judgment, and the volumes are issued in excellent style.

LIFE AND TIMES OF JOHN WESLEY. By L. Tyerman. Vol. 3. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The present volume completes the fullest life of Mr. Wesley that has ever been laid before the American public. It gives us very full details of the latter part of his life, and will be a valuable work for the library of any family.

SHAKESPEARE'S TRAGEDY OF JULIUS CÆSAR. Edited by W. J. Rolfe. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Mr. Rolfe is editing one of the most charming series of Shakespeare's plays now before the reading public. With judicious notes and comments, a clear, attractive page, and good illustrations, these handy volumes are a luxury indeed.

GRIF. A Story of Australian Life. By B. L. Farjeon. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Those who have read *Joshua Marvel*, and *Blade-O'-Grass* need not be told that Mr. Farjeon has great power as a writer; and the reader of this story will be well rewarded for its perusal.

MANUAL OF ENGLISH PRONUNCIATION AND SPELLING. By Richard Soule and Wm. A. Wheeler. Boston: Lee & Shepard.

The design of this work is to give readily the best authority for the pronunciation and spelling of any word upon which the student and general reader may need information. For that purpose it contains a full vocabulary of the language, and a very clear exposition of the principles of orthoëpy and orthography. It should be upon every teacher's table.

THE NEW AMERICAN PRONOUNCING SPELLER. Philadelphia. E. H. Butler & Co.

This book is to be commended for its excellent arrangement and classification, and for its being a spelling-book, *and nothing more.* It is a cheap book at 30 cents, as is the Primary, also, noticed last month, at 20 cents.

SCIENCE OF WEALTH. By Amasa Walker. Philadelphia: J. B. Lippincott & Co. Portland: Loring, Short & Harmon.

Mr. Walker is not unknown to the public as an author in this department of literature. The present volume presents his carefully prepared opinions upon Trade, Currency, and Finance, and will be a valuable manual of political economy for schools and for general reading.

UNITED STATES READER. By John J. Anderson, New York: Clark & Maynard.

The idea of this book is quite unique. It has a great variety of selections, prose and poetry, all having relation to the history, progress, and condition of

the United States. Good maps and notes of explanation go to increase the value of the book. The compiler has done his work well.

MANUAL OF BIBLE SELECTIONS AND RESPONSIVE EXERCISES. By Mrs. S. B. Perry. Boston: Lee & Shepard.

This little manual is designed for schools of all kinds, and for family worship. It is compiled and arranged with good judgment, and will answer its purpose admirably. It is indorsed by many distinguished persons, and gives good satisfaction when used.

DR. HALL'S JOURNAL OF HEALTH, for June, has a dozen articles or so, all written by the indefatigable doctor, who hangs out his mottto on the cover of his magazine, "Health is a Duty," and certainly does his duty to his readers month by month with shrewd, sensible, and often witty counsel. The present number has an article on "Fruit, Berries, and Melons," a subject which must be considered in some form by the multitudes of people who will be likely to eat them in season and out of season. "Revaccination" is a timely topic, when we consider the prevalence of small-pox, on which the doctor writes with sagacity, and will reassure many who are causelessly alarmed. The leading article is on the grave subject of "Alcohol as a Medicine." The JOURNAL is cheap,—only $1.50 a year,—is published by Hurd & Houghton, New York. The Riverside Press, Cambridge, and is for sale at all news depots.

The July number of "OLD AND NEW," to be issued June 15, will repeat the highly successful experiment of last year, and will be an EDUCATIONAL NUMBER. It will contain a graphic account of life at the famous ROUND HILL SCHOOL, established and conducted by George Bancroft and Dr. Cogswell; a comprehensive view of the whole range of instruction nor given at HARVARD UNIVERSITY; other papers upon topics of educational importance, and a COLLEGE DIRECTORY, giving the name, locality, course of study, faculty and number of students of 175 or more of the principal collegiate institutions of the United States.—being an extremely convenient reference list.

Mailed, post paid, on receipt of 35 cents, by the publishers. Messrs. Roberts Bro's, Boston.

THE SCHOOL FESTIVAL.—This is the only publication in the country devoted to exercises for Public Schools, Sunday Schools, and Public Days, and every teacher knows how difficult it is oftentimes to find appropriate themes for Declamations and for Dialogues. In this publication the demand is met, and the pieces are of a high order, and appropriate for all occasions. It is published quarterly at 75 cts. a year by A. L. Sewell, Chicago, Ill. To any of our subscribers we will furnish the Journal of Education and the Festival for $2 a year. Let every teacher have it and see how much it will save in time, and what an interest it will awaken by its appropriateness and spirit.

OLIVER OPTIC for this month has a good table of contents, and promises even better things for *July*.

THE ELECTIC for April has an excellent portrait of Hon. Chas. Sumner, with a good article on the Later English Poets, etc.

HALF HOUR RECREATIONS IN POPULAR SCIENCE is the title given to a series of papers published monthly by Lee & Shepard, Boston, and for sale by Bailey & Noyes, Portland. No. 3 explains Spectrum Analysis, and the theory of sound, heat, light and color.

THE SCIENCE OF HEALTH. A new independent health monthly, published by S. R. Wells, New York, at $2 per year, appears well in its first number for July. We can club with our own journal on reasonable terms.

That excellent series of articles entitled, "Scrambles among the Alps," is brought to a close in Lippincott for *June*. We hope they will appear in book form.

THE PHRENOLOGICAL JOURNAL, with its June issue closes vol. fifty-four Its contents are good. A new volume begins in July. Address S. R. Wells, New York.

THE ATLANTIC MONTHLY has a large array of excellent talent to be represented in the contents of that magazine during the last half of the present year.

THE NATION still maintains its high character, as an independent, outspoken, and high-toned defender of the right on all subjects connected with the interests of the people, political, social, religious. See our club-list.

The German Gambling Spas, California, and the Mountains are three excellently illustrated articles in *Harper* for June.

Scribner for this month contains travelling by Telegraph, Backlog Studies etc.

A BRIDGE OF GLASS, a well-written story by F. W. Robinson, makes No. 375 of Harper's Library of Select Novels.

THE AMERICAN AGRICULTURIST for May is worth ten times its price to any live farmer. See club-list.

THE CATALOGUE and circular of the Eastern State Normal school, at Castine, is at hand. The school is in a flourishing condition.

NO PILL IN THE WORLD ever had anything like the circulation of AYER'S PILLS. Throughout these States, Mexico, and the Central American republic, down the slopes of the Andes, and across the pampas of South America, in negro villages, amid the fervid wilds of Africa, throughout the jungles of India, and the steppes of interior Asia, over the continent of Australia, and the islands of the Pacific, these PILLS are known and everywhere used as family remedies for diseases. With distant nations, their wonderful cures attract more attention than they do at home; for the sentiment of wonder takes a far deeper hold on their minds than the results of a higher scientific skill with us. The amount consumed require seventy-five thousand doses a day to supply it. An inspection of the manufactory showed us how this enormous demand is made and sustained. Added to the consummate skill of their composition, is an extreme care in their manufacture, which at once secures the

most perfect material and their most accurate combination. The consequence is a power and certainty in controlling disease which other remedies never attained.—*Baltimore Courier.*

DON'T DYE, but use a bottle or two of that incomparable article known as NATURE'S HAIR RESTORATIVE. It makes the head feel so good. Sold everywhere. See advertisement.

TEACHERS' BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

GENTLEMEN.

No. 1. A graduate of Bowdoin College desires a situation to teach during the Spring or for a year. Has had experience as principal of Academies and public schools.

No. 2. Graduate of Nichols Latin School and Maine State Seminary. Had experience in Common, Grammar, High School, and as principal of Academy. Desires a situation as associate principal or assistant in a first-class Seminary or High School. Salary, $1.000 upward.

No. 3. Is a graduate of a High School and Normal School; has had several years' very successful experience as teacher in one of the best High Schools in the State. Salary $600.

No. 4. A student of a New England College wishes a chance to teach for one year in a High School or Academy. Has taught four terms.

LADIES.

No. 1. Has had nine years' experience in public schools; the last four in one Grammar School. Desires a Grammar School or situation as assistant in High School. Can teach French, Latin and Higher English.

No. 2. WANTED.—Situation as teacher in a mixed school during the coming Fall. Can engage after Aug. 14. Has had experience in public schools.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parentheses being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary* (*$12.00*).

$8.50. *Littell's Living Age* (*$8.00*). *Lippincott's Gazetter of the World, bound in Sheep* (*$10.00*).

$8.00. *Contemporary Review* (*$7.50*).

$5.50. *Webster's National Pictorial Dictionary* (*$5.00*). *The Nation* (*$5.00*).

$5.25. *The Aldine* (*$5.00*), *the very best ART Journal in the country.*

$5.00. *Eclectic Magazine* (*$5.00*).

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$1.85. *The Young People's Helper* (*.50*).

$1.90. *The School Festival* (*.75*).

THE MAINE

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G. T. FLETCHER, Editor for July.

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THE FIELD.

MUCH is said about the perfection and imperfection of our schools, the widest extremes being taken by different writers. There are different positions from which to view the same subject, and there is usually a golden mean between the extremes of opinion. We are not in the direct path to success or on the "down grade" to failure; by no legislation or supervision can we reach perfection or even make rapid progress; we shall alternately gain and lose, but progress is sure though slow.

The abandonment of our system of public instruction is not possible, on account of the length of time it has existed and the general belief in its necessity; but much that has form without substance, that is inefficient or perverted to wrong ends, will be gradually overthrown, and that which is better will take its place.

Educators too seldom look away from their centers over the field, where the many humble teachers are, or should be, doing the most important work in the State.

Farmers' clubs may promulgate theories and discuss methods of raising "big crops," but the laborers in the field must do the work that gives the people bread, — yet the "clubs" do valuable work in comparing experiences and in making private results public informa-

tion. Our educational conventions are important, as are other means of organized effort, but they are restricted in time and extent of action; not a tenth part of our teachers are ever brought within their influence.

In this brief article we desire to go into the field where the people and their teachers are, and try to make a few suggestions for their benefit. One who meets in the school-room a large number of our common-school teachers can but realize that they, and the people among whom they sojourn for a few brief weeks, are sadly in need of advice and help. In conversing with the people of our country towns upon the topics of the day, and their own occupations, one is impressed with their intelligence and general information; but when the subject of general and local education is introduced, one finds, in too many instances, indifference and prejudice. The people believe in the importance of education, in a general way, though with many the idea of its practical benefit is vague. The educational policy of the State has not been made a subject of careful and candid examination, and the action of the town in regard to educational matters is not often well understood. It does seem strange that so little interest is manifested in this most important cause; but doubtless there are reasons for the condition which we deplore. Certainly the good people of our State are not wholly to blame, and they are not opposed to better things if they can "see them in the right light."

Indeed there is quite a "shaking among the dry bones" in many of our towns. We have received many letters this spring from agents and committees, saying, "Can you send us a good teacher for our school, price not so much of an object as quality?" Legislation, supervision, normal schools and institutes have done much to work an improvement; we have worked from the centre and through organizations, but the means have not been adequate, local treatment is necessary.

Some earnest, and many indifferent, teachers, finding themselves in districts where the people, whom they meet, seem to know but little of the condition of the school and not to care if the new teacher be doing good or poor work, take on the prevailing indifference, float upon the sluggish waters instead of agitating them by their own energy of action.

All the people in our districts are not like the few to whose society

too many teachers confine themselves; intelligent, earnest men and women there are whom the teachers should make haste to find, and not be "toned down" by torpid surroundings, but "tone up" society, and it will act as a tonic upon themselves. I want to say to every teacher, know your district thoroughly, and your business well, and your work will be successful and pleasant.

The superintendent of schools cannot reach directly our districts, neither could the supervisors visit all of them, and the calls of the committees are like angels' visits in number, not in quality. Does not this great work, involving the yearly expenditure of one million dollars and requiring the services of six thousand teachers, demand more and better supervision? The State or the town cannot or will not furnish it. Whence shall it come? We answer, from the people out of whose homes to the district school go these God-given children, to return day by day with minds filled with knowledge, strengthened by intellectual and moral discipline, or dwarfed by idleness and misapplied study, and demoralized by baneful habits and associations.

Do not love and responsibility incite and urge parents to act in this matter? I hope these few lines will meet the eyes of some who have children to educate. The field is broad, wheat or tares may be raised in it as you will. Granting the need, a few suggestions as to means are in place.

We must have volunteers aid in the work of inspection; there are intelligent men and women in every district who should take pains to inform themselves upon educational matters by attending lectures, reading books, visiting good schools, meeting with prominent educators, and holding district meetings to compare views, discuss topics, overcome prejudice, and "organize victory." Let there be individual and concert action; a committee to act with the teacher, who should be invited to attend these district meetings. Some duties,—to see that a good school-house is provided and proper apparatus placed in the same; acting with superintending committee and teacher to see that a proper course of study and text-books are adopted, and the school well classified; to advise with the agent in regard to the employment of teachers, that only such as have won a good reputation or give evidence of careful preparation may be secured; to visit the school frequently, advising and encouraging the teacher in his work,

bringing to bear upon him a sharp but judicious and friendly criticism. Urge the early dismissal of poor teachers and the re-employment of good ones.

All the advantages of intelligent, earnest, district work are too numerous to mention. From a state of comparative indifference, parents, pupils, and teachers would rise to one of earnest activity, and our public schools would meet their design in training our boys and girls to become intelligent and virtuous men and women. Let such influence and power pervade a district as is possible, and poor teachers will avoid it while good ones will desire to work and to remain in it.

Some will say, "this interest and work cannot be secured." We believe they can be secured; people do work with earnestness in matters of local interest and of less importance than this, when there are a few to "lead off." This duty belongs to the teacher in particular. He, by virtue of his office and his honor, should lead in the great work; by his deeds in the school-room, his words and work in the district, he should incite others to earnest action. It is largely his fault that our schools are so poor, the people so little interested.

In nearly every district school of the State, to-day stands a female teacher. Here is no inferior department of female industry, no narrow sphere of influence and usefulness. No person, male or female, need aspire higher than to be a true teacher. Education, especially in the elementary departments, is to be conducted mainly by female teachers. The fundamental instruction given in our district schools is of the highest importance, being not only the basis of other knowledge, but giving mental discipline at the most impressive period of life.

Work well done in primary and common schools deserves the highest praise and remuneration. To this field intelligent and earnest young women are particularly called. From what has been said of the necessity of district supervision, these teachers will see that work whose influence will be felt in and out of the school must be performed.

We have too many young girls "keeping school" to-day to secure the co-operation of parents or the respect of pupils. As one travels through the country he often sees boys and girls wending their way to and from school with the teacher, a miss but just "in her teens,"

looking as immature as her young companions, playing naturally the part of school-girl in the street, and as unnaturally the part of school mistress in the school-room. Some very young persons are by nature fitted to fill this position, but that number is exceedingly small. The employment of young, cheap teachers has tended to lower the standard of our schools. The teacher's work demands the maturity of mind that seldom comes to one who has not age and experience as well as culture. If boys and girls give promise of tact and talent for this work, let them be encouraged to labor and wait, to prepare for the work which demands the best years of one's life, the best powers of one's mind.

The educational question of the day is one of vast importance, and legislation upon it is of uncertain tendency. We must rely largely upon the united efforts of parents and teachers. Work must be done, go ye forth into the field.

HOW MUCH ARITHMETIC?

For the little ones, frequent exercises in counting with and without objects.

Addition, subtraction, multiplication, and division by means of the numeral frame, beans, or other objects.

Practice in making figures and in simple additions upon slate and board.

For the older ones, frequent mental work in adding, commencing with combinations of two small numbers, then with all the numbers below ten, by twos, threes, etc. Too much practice can hardly be had in mental and board exercises in addition; it is *the* "rule" of arithmetic. Scholars need much drill in writing numbers; few in our schools work rapidly and surely here.

United States money should receive attention as regards writing, "pointing off," and the application to business transactions.

We advise giving but little attention to reduction, further than the method of descending and ascending, with some practical problems in the very few useful tables found in our arithmetics.

Pupils should be taught to measure areas, rectangular, triangular, and circular, and solids of all forms. How many of the boys in our

common schools who have "ciphered" in the back seats a half-dozen winters can measure a triangular piece of ground, a log, a board, a pile of wood, or estimate the contents and cost of a brick house, material and labor, according to modern methods of computation?

How many can tell what years are leap years, and why, and what relation longitude has to time?

The above is practical arithmetic, to be learned in half the time now *wasted* in useless reductions. Why do our book-builders put mensuration in the back part of their books, even beyond the aspirations of the "back seat," where glory culminates in the rule of three and the roots?

Fractions should be thoroughly taught; the significance of numerator and denominator, the effect of operations upon either and both should be well explained. The nature of fractions and the process of adding them should be explained by the use of apples or other divisible objects. Pupils may be taught to add most fractions which occur in practical operations, before they have any knowledge of the process of finding the common multiple as usually taught, but this process must be well explained later. It is of the highest importance to teach the pupils to add fractions readily. If the position and use of the decimal point are properly taught, decimal fractions may be considered in connection with whole numbers.

Special attention should be given to the subject of interest. I doubt the advantage of teaching many contractions, most of which the child will soon forget; should he become an accountant these may be readily learned, and they are very useful when daily practiced. Teach the scholar the relations existing between principal, time, and rate. These relations are constant without regard to the particular value of either. The subjects of stock investment, profit and loss, insurance and banking, should receive specialattention.

Pupils who have completed so much of arithmetic as has been indicated will do well to take algebra, after which or in which they can understandingly study the roots and progressions.

There are several serious objections to the study of arithmetic, as it has been pursued in our common schools. Too much that is comparatively useless has been studied, to the neglect of the practical parts; too much time has been given to it as a branch, to the exclusion of others that children need much more for discipline and prac-

tice; it is studied almost from the time the child enters the common school until he leaves it, and it is never completed. Let us have more of practical arithmetic and less of teaching books that are made large to command a large price not because they present a large subject. Give our pupils a taste of algebra, geometry, and natural science, and less arithmetic.

READING.

HAS any one of the fine arts (for we consider good reading as in the list) been so much neglected in the past as this? School children have been considered as sufficiently proficient in reading, when in a forced tone, — the well-known school tone, — always maintained at the same key or pitch except at a period, they could slowly pronounce or *deliver the words* correctly. Long before the time their voices become matured or even changed, long before their tastes and judgment became developed, reading was abandoned as an infantile study to the pursuit of which no more valuable time could possibly be spared. Only the lowest class in many, many academies and high schools, would be required to read, and they only once or twice a week, without study or any enthusiasm from teacher or manner of pursuit. Teachers themselves, proficient in all the other common branches, have been allowed to be shockingly, criminally deficient in this department, utterly unable, many of them, to read a page of ordinary prose without stumbling or mouthing, to say nothing of expecting in vain that elegance and finish of expression which would be demanded in other branches. Did you ever hear of a committee examining a candidate for the teacher's position in the reading of prose and poetry? And yet could anything be more sensible wherever there are competing candidates, nearly equal in other respects, than that they should be examined in this department, and any one whose voice was harsh, hard, unsympathetic, unmagnetic, slovenly, and halting be instantly rejected, and one possessed of a clear, sweet, firm voice, skillfully used in a cultured, natural way, be considered a valuable acquisition by a school committee? I believe that nothing is more damaging to the whole air of culture and finish, which a thoroughly trained student should possess in bearing and conversa-

tion, than the influence of a rough, harsh-voiced teacher, who uses that voice habitually in an untutored, coarse way. When the same easy, natural, rounded tones are taught, exemplified and expected in the school-room, as are found in the drawing-room of the cultivated, instead of high, forced, school tones, much, very much will have been accomplished towards making gentlemanly, lady-like people out of our children. No teacher who uses a forced, unnatural tone, can exercise that magnetic, subtle influence over scholars, which always commands their attention and respect. But the intention of this article is very briefly to mention a few homely, common faults and difficulties that infest the school reading of to-day. I am inclined to think that the necessary, organic requisites for good reading are three, and only three: sound health, tolerably capacious organs (such as lungs, chest, throat, aperture, etc.), and a tolerable susceptibility in the mind to esthetic perception of sentiment. *Decent* reading *can* be given without some one or more of these essential qualities, but not as well. *Flexibility* of organ will come easily by practice if one has the starting properties. Now a great and very common fault, I find, is this: a more or less *spasmodic* use of the voice in reading, or a lack of steadiness of tone, caused by slurring too much the *unaccented* vowels and syllables, so that the voice is used in a series of pulsations, waves, and beats on the accented syllables, instead of being quietly well-sustained throughout.

Let teachers and scholars who are interested in this department learn to train their ears to careful attention to their own voices, and strive to keep the supply of breath constant and even, the transitions from accented to unaccented syllables and vowels smoother, and less marked and abrupt than prevailing habits, and much will be gained in the direction of even, well-sustained tones. Many allow the voice to die out in strength and freshness two or three words before the end of a sentence, or before the last syllable of a big word. Let the breath be inhaled at such naturally recurring breaks as the *sense, not the punctuation*, affords, and between them let the voice be roundly, fully kept up to its work. In overcoming this fault, let afflicted ones take passages requiring rather slow movement, long vowels, and decided pauses between the rhetorical clauses. Then it will be easier both to follow the voice with the ear, and to practice it on even tones, starting perhaps with practice on steady monotone, maintain-

ing the same exact pitch and volume for lines at a time. Gradually, by watching and practice, the voice will become flexible and musical, quicker movements be attempted, and short, terse vowels and words, with short pauses only, be given with elastic firmness, instead of in the up and down seesaw tones of many. Perfect articulation and pronounciation can, and should be, carefully labored for in this connection; first, on easier, slow passages, and then on more vigorous and rapid ones, until the most rapid and brilliant passages can be given easily and glidingly, and yet every *letter that demands it, be sensibly touched* by the voice. The final aim must be to command an easy, unforced, natural use of the voice, and yet marked by a sufficient and a sufficiently constant volume; in other words, a fine conversational tone *enlarged.* In order to increase the volume of the voice still more, take a page of prose as the last piece for a day's practice, and let the fullest power of the lungs and voice be steadily, evenly hurled on it, without unduly forcing the voice, or allowing it to *rise in pitch*, as it always does in shouting; make it *loud without shouting;* in other words, use a natural key or pitch while the volume is greatly increased. Just as soon as soreness, hoarseness, or any real unpleasantness is realized, stop at once till the next day. The amount that can be read thus with full force, it will be found, will steadily increase week by week. Those who already possess strong voices, of course, do not need this exercise. A most admirable practice for increasing volume, compass, smoothness, and roundness of voice all at once, is to practice the scale carefully and faithfully, on a piano if possible, giving each note slowly, fully, and roundly, going just as low and as high as the voice will allow, fixing up all weak spots or notes, and in two or three weeks, after faithful practice half an hour in the forenoon and again in the afternoon, the voice will be found to be much stronger, smoother, and the range of voice extended two or three notes at each end of the scale.

The three great desiderata in a voice are strength or volume, purity, and flexibility. I know no exercise any better for gaining the first, nor any half so good for gaining the second quality, as the piano practice just given, and then, when reading, use the power thus acquired, instead of allowing it to fall back into careless, half-delivered tones. To gain the third quality, flexibility, let the same piano practice be adopted, with the marked variation of skipping all round

on the scale previously mastered, and let the movement increase in speed, till the voice can follow the finger with accuracy and speed anywhere. This of course improves the singing powers, as well as the vocal requisites for reading. Let quick, nervous pieces like Lockinvar's ride, or Sheridan's ride, be taken also, and sparkling pieces of prose, and given with animation. A terrible lack of enthusiastic appreciation of good sentiment pervades our school reading. For smoothness and purity of tone, let pieces of the "Maud Muller" type be read again and again, until they can be given with finish. For strength of voice, any vigorous, declamatory pieces may be taken. A very common fault in reading is an almost entire disuse of the falling inflection except at a period. "Keep the voice up till you get to a full stop," is one of the worst of old rules, and its baleful influence is still found infesting the school reading of to-day. All clauses or ideas that you wish to make emphatic or even assertive can, and almost always should, take the falling inflection; independent, unimportant clauses take the rising. Now the great trouble that arises in practice when a student's attention is called to this, and his judgment and will are exercised thereto, is that the voice refuses to obey and still clings to the upward slide. The best way I have found to bring it down, is to ask the pupil to give me the idea he wishes to assert in his own words, and almost invariably he gives the desired falling inflection. Then make him reread the sentence and use it therein. For example: "Then he silently rowed to the Charlestown shore, just as the moon rose over the bay, where, swinging wide at her moorings, lay the Somerset British man of war." The words "shore" and "bay" will very likely be given with a rising inflection. Ask for the falling; if unable to give it, ask where he rowed, where did the moon rise, and the answers will be falling inflections. Sensitive change of pitch and movement according to the flow of thought, and a careful emphasis of words according to their proportionate importance, are features we cannot stop to discuss. Only by much practice and by reading aloud in sensible, expressive tones to friends and companions, can the finished, easy use of the voice be acquired, which every well-educated man and woman should strive to possess.

EDUCATIONAL LEGISATION IN MAINE.

(Concluded.)

EDUCATIONAL DECADENCE. 1852–68.

The act under which commissioners of schools were appointed was nearly a transcript of that fortunately rejected in 1843. Being appointed by the governor and council, they were generally of the same political complexion. Some men and some boys were appointed to the care of our educational interests, and that a relapse should occur is no wonder. The commissioner system was not a popular one, and it soon gave way to the establishment of a State superintendent of schools, appointed likewise by the executive. Thus to limbs without a head succeeded a head without limbs.

Several gentlemen held the position of State superintendent of schools from 1853 to 1868. Some of them understood the wants of our school system, and others did not. Those who did understand their work, acting single-handed, were scarcely able to continue the schools or the system on the plane to which they had been elevated, and upon which they had been left by the board of education. The very momentum that had been imparted to the system served to keep it in motion for a time. The demand that had arisen for better trained teachers kept alive teachers' institutes and conventions. It led to the establishment by the legislature of normal departments in connection with some dozen of the existing academies, and providentally to the establishment of two normal schools, which have already done valuable service. Of their location we have nothing to say, but their work we may justly commend. The agricultural school which has meanwhile been put in operation, also promises good work in the field of education. These agencies should be welcomed as holding out promise for the future. Besides other improvements in our school laws which we cannot now refer to, the minimum tax of forty cents per capita of 1821 was raised in 1854 to sixty cents; in 1865, to seventy-five cents; and in 1868, to one dollar.

EDUCATIONAL REVIVAL. 1868–72.

Our present energetic State superintendent found himself in 1868 appointed to an office that most of his predecessors had apologized to the people for holding while no better results could be shown. A

large convention of teachers and friends of education had just been held in Lewiston, a place where large outlays were making for educational conveniences, and the most improved methods were in process of introduction by the efforts of citizens who had determined to give their time and energies to the work. At this convention, a demand was made of our State for a more efficient supervision of its schools. The new superintendent finding it impossible to meet the requirements of office-work and give any considerable time to inspection, in his first report to the legislature made an earnest appeal for assistance to meet this same demand. In response the legislature authorized the governor to appoint, on the recommendation of the State superintendent, county supervisors to co-operate with the superintendent in school supervision. From the union of these two instrumentalities, neither of which had worked satisfactorily alone, the best results were hoped. There can be no question that in efficiency the union of the two systems was vastly superior to either acting separately. In this respect it was similar to the original board of education, but in all the elements of popularity it was quite inferior. The old board of education was more popular with the masses who created it than with the politicians who, unable to control it, abolished it. This could scarcely be said of the other. The weakness of this consisted in its separation from the people. Its agents were sent to inspect, and not elected by them to co-operate and modify. The State superintendent was so fortunate as to select the best and most enterprising educationists in the State as some of his assistants; but he was not equally fortunate in all his selections. It would be impossible for one man, from personal knowledge, to select in each county an individual who would be both popular and efficient. For every failure he made in selection, though obliged to rely upon the judgment of others, he was himself held responsible. He had a double burden to bear, his own sins, if he had any, and those of his assistants. Besides it was, no doubt, often difficult to find any suitable person ready to accept the work. Men who would readily have answered the call of a constituency, in pride perhaps at their selection, could not be prevailed upon to accept the position on an appointment. Those appointed were much more subject to unjust criticism by school authorities and the people than the same men would have been if elected. While the superintendent and his supervisors have been doing efficiently just the work needed to

be done, just the work expected of them, that the system on which they were doing it has been so soon set aside by the power that created it, excites less surprise than regret. The system is just such an one as the people of Prussia would expect. It is just what in New England they dislike. It is their pleasure to select workmen to co-operate with them instead of having those appointed to dictate.

We now venture to suggest that if our towns were empowered by law to select a school board of one in each local district, and this school board should have the entire control and classification of all the schools in town and the appointment of a superintendent, if one were authorized, managing the whole system as a unit, as is now done in most of our cities, if at the same time they should individually, but under the general control of the board, direct their local schools, all the advantages both of local agents and of a consolidation of districts would be secured. This popular principle might be carried still further: the town school boards might each choose one person to form together a county board of education and supervision; and each county board likewise choose one or more, according to the needs of the county, to form a State board, which should be required to perform the necessary work of supervision for the counties. This board, together with a State superintendent, chosen by themselves, should have the direction of the educational interests of the State. Both the members of the State board and the superintendent should be made responsible to the executive of the State, and removable for inefficiency or other adequate cause. A board so constructed in sympathy with the people, would perform their work with comparative pleasure, ease, and efficiency.

QUESTIONABLE LEGISLATION.

That our legislature have set aside our county supervision without providing a substitute may be regarded as questionable legislation; many regard it an unquestionable error.

The propriety of the passage of one other law is at least doubtful. The "*Mill Tax*" does, and is designed to take from some cities and towns more than it returns to them for the purpose of bestowing the same upon other towns for the support of their schools.

No one has been disposed to complain that the State should appropriate its public domain, its bank tax, anything that belonged to her

as a whole, to her towns, on any basis the legislature might choose, to assist in performing a duty constitutionally belonging to the towns to perform at *their own expense*, nor even that she should tax the penny savings which the thousands of indigent laborers who crowd into our cities to find remunerative work for themselves and schools for their children, have deposited in our savings' banks; but when it has been urged upon the representatives of towns well able to raise double the minimum prescribed by the State, but which rarely raise a dollar more, to conspire to reduce that amount which the legislature has for several years prescribed as the least sum suitable to support their schools, and at the same time to tax other towns and cities which have been raising, many of them nearly or quite double the prescribed amount to educate in a suitable manner those children which have been drawn to them in crowds from the more remote and rural portions because of their enterprise in providing labor and schools, it is no wonder the question of propriety, if not of constitutionality, is raised. It is no wonder that the law has been characterized as "An act fixing a penalty upon the enterprise of certain towns and cities located upon rivers and tide-waters which have been largely taxing themselves for school purposes and other improvements; said penalty to inure to towns less fortunately located to relieve them from some of their constitutional pecuniary obligations." We are told that "nothing in the constitution *forbids* the legislature to contribute to the support of schools in the manner proposed." When the constitution prescribes precisely how a certain thing is to be done, a school-master, we do not say a lawyer, much less a politician, but we do think a judge, would conclude it unconstitutional to be done in precisely a different way.

We cannot see that "the 'mill tax' act is in harmony with the expression of the framers of the State constitution," or at all in accordance with any previous acts of the legislature. The expression of the framers of the constitution was precise, both in the instrument and in the debate upon it, that the towns shall maintain free schools *at their own expense*, and the legislature, though devoting its general funds that way, has, before this act, been very careful not to tax directly for that purpose. The distinction is a broad one. A corporation, and so a State, may properly dispose of its corporate property, and even tax its stockholders for legitimate and equitable purposes;

but it would be quite unwarrantable to draw from one for the particular benefit of another, to tax one in order to divide a dividend to another. That is a kind of double entry the books do not teach; a practice in political economy not to be found in J. Stuart Mill even.

We do not object to the manner of raising the tax, but to the manner of appropriating it. If all that Augusta pays were left to her to expend, it would work no hardship; but for Augusta to pay $5000, and receive back but $3000, while the other $2000 is given to Argyle and other towns in which she has no immediate interest, to expend, is a stretch of right, if not of the constitution. The object may be a worthy one, the means of reaching it are most mischievous. The transaction is founded on that low plane of morals that sets forth the end to sanctify the means. Besides, there is no end sufficient to satisfy such means. If one mill may be taken ten may, and we are even now told that "this is but an entering wedge." Let us begin where we ought, and change the constitution! Suppose this were practicable, would it then be good statesmanship to require one town to raise money by direct tax to be given to another to expend? The bald statement of the question is its own reply. Whatever money the State needs to sustain her system of State supervision of schools, her normal schools and her institutes, these towns which it is now proposed to rob have ever been ready to be taxed to any reasonable extent to supply. Many of them are now exerting every effort, are taxing themselves voluntarily double what the State requires to improve their own schools, and make them a worthy pattern for others to imitate; while doing this, they have ever been found on the liberal side in sustaining every plan founded on moral rectitude looking towards progress in the educational system of Maine. THETA.

The poverty of scholars is of inestimable worth in this money-getting nation. It maintains the true standard of virtue and honor. The poor friars, not the bishops, saved the church. The poor scholars and preachers of duty defend the modern community against its own material prosperity. Luxury and learning are ill bedfellows.—*President Elliot.*

READING.

ALTHOUGH about one-half of the teacher's time in the school-room is devoted to hearing the classes read, yet the results produced are most unsatisfactory, and good reading has become to be almost one of the "lost arts." There is evidently a defect somewhere, either in the methods of teaching followed, the text-books used, or the qualifications of teachers employed.

To be able to read well implies not only a correct articulation, but also a thorough understanding of the meaning of the words read. Attempting to read without this knowledge, is like pronouncing the words of another language without understanding their import. If a correct knowledge of the meaning of words is essential to correct reading, why do not teachers give this subject more attention? Why do we see so many classes in our schools called into the floor, allowed to read round once or twice in a monotonous, sing-song drawl, and then sent back to their seats without a comment being made or a question asked by the teacher? Want of time may be one reason, and probably a true one, in schools where the classification is not good. In such schools the classes should be reduced in number, and thus time would be gained for the proper instruction of the remainder.

In many cases teachers are not properly qualified to teach this branch, and consequently are unable to awaken an interest in the subject. The character of the readers used is also a matter of no little importance. Extracts from Shakespeare and Milton, Webster's speeches, etc., are not interesting to children, nor should they be required to read them; yet such extracts constitute the larger part of the readers used in this State.

A reading book should be an instruction book, instructing the children in matters of every-day life, those things which come under their observation and with which they are familiar. The plants and flowers which grow in the fields; the curious forms and habits of insects; the animals, pebbles, and birds; the stars which twinkle at night, are all objects of interest to children. The higher English branches of study, such as natural history, human physiology, physical geography, etc., contain many useful things which children can understand, if presented in a simple and proper manner.

Introduce books containing such matter into our schools, and secure competent teachers, and the exercise of reading will become the most interesting and instructive one in school; and the scholars will gain skill in reading and become well grounded in the rudiment, of the sciences, in less time than would be required to learn either by the old method. ELIZA H. MORTON.

A FEW REMARKS. NO. 2.

If I had an enemy, who was of a vindictive spirit, I should wish him elected a supervisor of town schools, or member of town committee, and would labor with much zeal to this effect. No position is filled with more responsibilities, and rewarded with so many kicks, and so few coppers. An eminent man once said, "Oh that mine enemy would write a book." He had probably had no experience with the committee business of our public schools, or he would not have been so lenient. My ultimatum of persecution would be to get him elected committee man. He would be glad to trade situations with Job, and pay roundly to boot.

If there is any profession people know all about in their own estimation, it is *how* to keep school. They all, without exception, consider themselves adepts in the profound knowledge of this high art, and hence arises the trouble, for no two agree. The community resolve themselves into a committee of the whole, and separately into committee of one, and act from their own standpoint. They expect the agent to employ a teacher that will suit the whole district, which is next to impossible, and then that he, she, or *it*, shall keep school to suit each individual committee of one. Failing to do this, the town committee have to shoulder the odium, the abuse, and the slander each is pleased to make. Oh that mine enemy was a committee man!

The agents have a way of hiring teachers second handed, and thereby often get second-handed teachers in this wise: A. is chosen agent, and B.'s wife has a third-rate niece who has a fourth cousin by marriage, who would like the school. B. takes A. out one side and whispers in his ear, gets consent, and this above-named substitute for a school teacher puts in an appearance, and is induced,

as a great favor to the district, to stop in the old shanty called a school-house, long enough to draw the money of the district. Mr. B. feels he has done a kind act to both parties; the teacher that he has rendered a great favor and arduous service; the agent that he has got out of that scrape well, while the poor committee man, if any dissatisfaction arises, has to bear it all; and everybody "knew how it would be," and "told you so!"

Hon. Mr. Gasbag expects, *of course*, the poor inferior committee whom he condescendingly and pityingly stooped to help, will certify *his* Betsey Jane, even if young and incompetent. He will tell you confidently *they dare not do it otherwise! He* has been in the legislature, and has an influence, — so has the tom-cat. Rev. Gospel Truth also expects his son to be classed as A 1 among teachers, no matter if he is shallow as a goose-pond and wild as the winter winds. Lawyer Crosscut expects and demonstrates that his children are fine-wooled, and to be certificated at sight if called upon.

Now here is Mr. Committee in a strait place. The district upon one side want good teachers and expect fair, candid work. Politics, religion, and the law brought to bear to carry personal interests over public good. Oh that mine enemy would be elected a committee man!

I wonder, sometimes, at the perverseness of the people, and that passage in the Gospels becomes of unusual force and clearness, "Woe unto you ye blind guides, . . . which strain at a gnat and swallow a camel." Take heed, for "Behold your house is left unto you desolate." The sad tale statistics tell of diminution of scholars yearly, the firm adherence to the old district plan, the continuance of antiquated usages and dead forms, the lukewarm interest in public instruction will soon work desolation to the best interests of heart and home. Oh that the people would awake from this fatal sleep, and strike out to save themselves from the seductive eddies of this moral and mental whirlpool's outer circles of devastation! Educators and live men work with tongue and pen for the salvation of our vital breath as a nation, — our public schools. Too many are living on the selfish platform of "After me the deluge," but we believe in a different course of life. Earnest, noble, telling efforts can never better be expended than now, and one and all, let us make the world better for having lived in it.

J. W. LANG.

THE WORK OF THE TEACHER.

A WISE writer has said, "The germ of every science is in the youthful mind." A wonderful intelligence then is added to the world with the birth of every child, and the question, how shall this germ of science spring forth into life, and beauty, and usefulness, becomes a problem of the greatest importance.

God, himself, is the Great Worker with his beautiful world and wonderful power over the human heart, and he calls to assist him parents and teachers. He gives into the heart of every parent a peculiar love, stronger than self-love. Happy is the child when he has for a parent a man or woman of high principle and sound judgment, and yet the self-sacrifice of the poorest, most ignorant one, is sometimes an ark of safety to his child. The child while at home learns objects. There is a general growth, rarely specific teaching. He comes to the teacher with powers yet undeveloped, and the life-work of the teacher is to study these powers and strive to bring them out.

Perception, memory, imagination, thought! The teacher presents objects, the child observes and describes. Now the powers of observation are to be trained, and the child is to receive lessons which shall lead him in later life to look for a plan in everything, and thus to recognize God in his works.

Memory may be called the *effects* of learning, because the man who has read a volume and perhaps can tell you nothing of its contents, but simply express his own views on the subject with more clearness and precision, may as truly be said to have remembered, as he who can repeat the very words. This is to that memory which recalls circumstances of time and place, as food absorbed is to food which lies undigested. Time and place pass away; so far as the memory is of these it is fleeting and powerless, but when it develops other powers, thus is a means of growth, it is everlasting. The teacher should teach children to *use* what they learn rather than to stop at the mere learning.

Imagination exists in great activity in children. The greatest happiness to each individual is to have a world of beauty and affection within himself. The imagination exercised upon pure subjects refines, ennobles, leads us to understand, in our finite way, the nature of God. Great works of poetry and art are great instructors, because

they show the imagination of the author and stimulate our own. With all the beautiful things in nature, no one scene upon which one's eye may rest, can equal that which he has in his mind formed of parts of many lovely wholes put together so as to form something greater than all. It is the teacher's privilege to develop the young, brilliant imagination of his pupils, and thus to open a flowery pathway stretching through life's journey, by the side of that other pathway, duty, brightening it with color and fragrance.

Thought, the comparing power, the power above all others! Thought, which converts the drudge into the skillful artist, and makes wood, water, and iron winged messengers, do the God-appointed work for the world! The teacher is to show that mere knowledge is of little value compared with the power which comes from thought; the men who can reason clearly, who, when an important question comes can calmly, logically decide it, are the men by whose influence the world has made such great progress; they are the men who in the hour of danger stand like a rock.

Such is the work of the teacher; a work needing ever new inspiration, patience, and love. But who has a sweeter reward? At first unsuccessful, not having that insight into the mind which enables him to present with clearness, accuracy, and interest, the various subjects which he has to teach, he, day by day, by earnest effort, comes nearer to the true standard of the teacher, gains in the art of waking up mind, and sees his pupils more and more interested. He not only sees himself a better teacher, but a better man. Every day the hasty, impatient spirit must be overcome, and he must show gentleness when he feels anger. Every day there is a victory gained not only over himself but over his pupils. Obedience which at first was sternly commanded and unwillingly given, now is gently asked and cheerfully given. More than all, the teacher finds his reward in the knowledge that the hearts of his pupils beat with confidence, love, and honor for him. He feels that if these boys and girls become true men and women, he has helped them on their way, his precepts have been in their hearts, his labor has helped them to understand the relations which they so nobly sustain. He feels that he has walked in the steps of the Great Teacher, though imperfectly and tremblingly, and what reward can be compared to this? E. G. F.

DRAWING.

"THAT a knowledge of the sciences, underlying an occupation greatly increases the value of a laborer is conceded without exception. It does this by enabling him to avoid dangers to which ignorant men are exposed; by enabling him to detect and remedy difficulties which otherwise would cause expense or delay; by enabling him to discover shorter and simpler methods of working, thereby increasing his powers of production; by stimulating his faculties of contrivance, so that he adjusts and modifies the tools or machines which he uses, or invents simpler and better ones, thus increasing the wealth-producing power, not only of himself, but of his fellow-laborers. In this direction, it is estimated that his average value is increased 100 per cent, while in certain exceptional cases his gain is incalculable."

What is claimed in the above quotation for all science is especially true in regard to the science and art of drawing. The child can be taught to draw *when* he is taught to read. The hand can be trained as well as the brain; both are physical organs and subject to the same physical laws. The error is, the brain is the one organ thought of in educational training.

Drawing can be and should be taught in all our common schools. If commenced early, and well taught, its results are as satisfactory as those of any other science. All children cannot learn to read, write, nor talk, neither can all learn to draw well. The idea that there must be certain, special talents on the part of the pupil, has been the prevailing opinion of teachers, and they have consequently made no effort to interest themselves or their pupils in this most important of all sciences, the "science of doing." That the teaching of drawing has been deplorably neglected in our common schools is now conceded by all.

Drawing is a science, and as such is governed by laws and principles which must be studied and understood. In order to appreciate these, the eye must be trained to observe accurately. The difference between *seeing* and *looking* very soon becomes apparent. The child soon learns that in order to *represent* an object truly he must observe it carefully. In teaching drawing there must be a gradual development of the subject. The first lessons must be simple, and often

varied and repeated; but little can be accomplished in the beginning, and but little should be attempted. "Slow and sure" should be the motto of the primary school teacher in drawing. The object in the mind of the teacher should be to *discipline the pupil* not to anticipate fine drawing as the immediate result to be obtained. There can be no real progress unless correctness, neatness, and accuracy are insisted upon at the beginning.

All knowledge that does not cultivate power within the pupil is of little value to him; but if the hand be trained to do, the eye to see, who can estimate the value of early, judicious instruction in free hand drawing to the future workman.

INTERESTING TO BOTANISTS.

We find in the *Rural Home* the following interesting experiments in regard to the influence of colored light on plants:

It has long been a question among botanists and physiologists in how far color can influence the growth of plants. On this subject M. P. Bert has addressed an interesting communication to the French Academy of Sciences. Having placed twenty-five kinds of plants in a green-house provided with glazed frames of various hues, he watched their progress under the influence of the different lights they received. Milfoil and mullein figured among the plants requiring much sun; violets, etc., among those wanting shade; cactuses and house-leeks represented the thick-leaved classes; there were besides green cryptogama, plants strongly tinged with red, such as perill, and, lastly, firs. The individuals of each species were of the same size. The glass of the frames were respectively transparent white, dulled white, black, red, yellow, green, and blue; and the whole green-house was shielded from the direct rays of the sun. The observations commenced on the 20th June; on the 24th various seeds were sown, which all sprang up at the same time in all situations. On the 15th of July the plants requiring the sun were all dead under the black and the green frames, and were very sickly under the other colors, especially the red. The other plants were all declining. The mortality continued to increase, and on August 2d all were dead under the blackened glass, except the cactus, the lemna, firs, and maiden's hair; under the green

glass nothing was left alive but the geraniums, celery, and house-leek, beside those that were not dead under the black; but all were in a bad state. The mortality was much less under the red glass, and still less under the yellow and blue ones. On the 20th August the acotyledons alone were still alive, though perishing under the black and green; and as to the rest the red had proved more hurtful to them than the yellow and blue. The stalks were much taller, but also much weaker under the red; blue seemed to be the color least detrimental to the plants; their greenness had remained natural, and even deeper than under the yellow. The plants sown on the 24th of June had all died off very quickly under the black and green, later under the red, and had thriven better under the blue than under the yellow. As for the plants under the white glass they all continued to live, though less luxuriantly under the dulled than under the transparent glass.

PRIMARY LESSONS IN BOTANY.

I WOULD introduce the study of botany to a class of pupils in this way: Taking a simple plant in my hand,—a year-old apple-tree would be a good specimen,—and presenting it before the class, ask:

Teacher. "What is this?"

Pupils. "A stick; a switch; a little tree; a plant." (I would endeavor to bring out the latter answer, *plant.*)

T. "What is this?" (pointing to the root).

P. "Root."

T. "What is this?" (touching the axis or stem).

P. "Stem."

T. "What are these?" (pointing to the leaves).

P. "Leaves."

T. "What is this plant made up of?"

P. "Root, stem, and leaves."

T. "How does the root differ from the stem?"

P. "The root grows under ground and the stem above ground."

T. "Do roots sometimes grow above the ground? The roots of the corn are above the surface. Have you seen them?"

T. "Do stems grow under ground sometimes?" Here speak of plants that grow under ground, such as the potato, etc.

T. "Do you see any joints on this root? Are there any leaves on the root?" Here call attention to the place of the leaves. Strip off some of the leaves and then show the *place* on the stem where the leaves grew, and compare the stem thus stripped of leaves, with the root, and show that the stem grows by a regular succession of joints, while the root has no joints, no leaves, and no *place* for leaves.

The characteristics of leaves, as differing from root and stem, are easily made.

The *plant* is a type of the vegetable world, and the plant consists of root, stem, and leaves. The root, the stem, the leaf, may each assume a great variety of forms.

To illustrate: Take a leaf from a book. Let the pupils see you tear or cut it from the book.

T. "What is this?"

P. "A leaf."

T. "What is this?" rolling the paper in the form of a cylinder or cone.

P. "A leaf."

Then let the teacher tear or cut the upper margin of the leaf into lobes, and then roll together. Then roll the paper into a solid cylinder, then dip it into ink, or some coloring matter; *talk* of its being colored, red or blue or yellow, if you do not actually color it,—continually asking, as you make a change in the form or color, "what is this now?" Thus develop the fact that the leaf may assume a great variety of forms and color; but it is a *leaf*, nevertheless. On the stem you may find a bud; present this to the class and ask:

T. "What is this?"

P. "A bud."

Let the pupil examine it; ask him to pull it to pieces, and so direct him that he may discover that the bud is a collection of leaves on a short stem; that a bud is stem and leaves. Take a piece of elastic cord and some bits of paper cut in the form of leaves; make a hole in each of the pieces of paper, and then string them on the cord, quite close together; secure each piece to its place on the cord with a bit of sealing wax or some mucilage,—this may represent a bud. Now, take hold of the ends of the cord and stretch it; the leaves will be separated more widely from each other, and we shall have a *branch* or a *developed* bud.

Teach that the bud develops into a branch by elongation of the stem and enlargement of the leaves, and not by an increase in the number of leaves.

Some buds do not develop into ordinary branches, but into flowers. Show that a flower is a collection of developed leaves upon a short stem or axis. Call attention to the fact, before stated, that the peculiarly shaped and colored parts of the flower (sepals, petals, stamens and pistils,) are only leaves. Then call attention to the place of the bud. Let the pupil discover that the bud is always between the leaf, or the leaf scar, and the stem.—*Chicago Schoolmaster.*

CURIOUS WORDS.

THERE are a number of words in the English language, each of which contains all the five regular vowels, but it would puzzle almost any one to think of more than one or two at short notice. The following may be given as examples: *Education, reputation, regulation, emulation, perturbation, mensuration, repudiation.* Besides these there are several words, each containing all the vowels including the "y." Of these we may mention,—*Revolutionary, elocutionary,* and *unquestionably.* The word *indivisibility* may be noted as a peculiar word, for it contains the letter "*i*" six times. *Mississippi* and *Tennessee* are each spelled with only four different letters of the alphabet, although one contains eleven letters and the other nine. *Alabama* also contains but four different letters, and only one vowel.

Schnapps, a word of eight letters and only one syllable, has but one vowel. *Schnapps* is not fairly an English word. But we have *strength* with seven consonants and only one vowel; and even a plural form, found in some authors, with nine letters. Few monosyllables so long can be found in any language.

English does not possess the genius for polysyllabification that we see in the German. *Indefatigability* and *incomprehensibility* are about the longest words we have, eight syllables each.

We look with astonishment at some words of foreign languages, wondering what vocal organs can possibly pronounce them; but what can a Welshman or Russian make of such combinations of consonants as we employ in the words *strength, shrewd, wrists, stretched,* and many others?—*American Journal of Education.*

RESIDENT EDITOR'S DEPARTMENT.

JUBILEE.

MR. GILMORE is not a humbug, and the great jubilee in Boston is not a mere sensational affair. It is well, in every calling, to show what concerted action can accomplish. The jubilee of 1869 brought together a large number of musicians who had been before strangers to each other, but who felt an elevation in their calling on coming in contact with kindred minds; and the result has been a wonderful impulse throughout our whole country in the cultivation of a style of music hitherto studied and executed by a limited few. During the past three years our whole musical community has been educated up to a higher standard than it had ever before reached. Hence when Mr. Gilmore sounded his bugle call for the present jubilee, the musical people were ready for it. They, as well as their leader, were anxious and ready for a demonstration on a larger scale.

Now the teachers of our country need something to lift them above the dead level in which they are too apt to travel. We shall not propose a teacher's jubilee *this* year, but we do wish to express our earnest desire that our profession will avail themselves of every possible opportunity to meet and discuss the various subjects connected with their calling, and to interchange views upon the practical duties of the school-room. The season of conventions is just upon us. At Boston and at Lewiston, during the summer vacation, there are to be rare occasions for those who wish to get good in the way of more light. Not long after, in middle autumn perhaps, our own State association will meet. Now we have two remarks to make in regard to these gatherings. We do not believe any teacher can attend one or more of these meetings without being profited thereby. Furthermore, we do not believe any teacher who wishes to be a successful teacher, and who can possibly attend, can afford to stay away.

Bates College, at Lewiston, has had a vigorous growth since it was established, nine years ago. Within that time it has erected three buildings, at a cost of $25,000 each; a gymnasium, at $10,000; and a Latin school, at $6,000. It has a beautiful campus of thirty-two acres, including an observatory lot of six acres. The college is named after Hon. Benj. E. Bates, of Boston, who gave it $100,000. The college owns $335,000 in grounds, buildings, and funds; has an excellent faculty and a good number of students; and in the Rev. Dr. O. B. Cheney has a president of energy, tact, and ability, by whose exertions the college has been carried to its present degree of prosperity.

REPORT OF THE TEACHERS' INSTITUTE AT HARMONY.

AGREEABLE to a call of the school committee of Harmony, the school teachers and others interested in education held an institute May 24th and 25th, in that village. The institute was organized by the choice of Rev. E. Skinner, chairman, and Miss Mattie Laughton, secretary.

The subject of *reading* was introduced by Dr. Wm. McLaughlin, who said that children should not be sent to school until six years of age. That the old, stereotype method of teaching them first the alphabet, and then to spell out the words before pronouncing them, was *reversing* the true and natural course of primary instruction. He would teach the little ones to call the words after him in a short and familiar sentence, that the child could readily understand. Then require the pupil to print the words on the board or slate, and then teach him that those characters which form the words are letters, fixing their form and names by printing and naming. When they have mastered the names of the letters in a word, they are required to spell the word, thus combining reading first and spelling afterwards. Teach the word, then the spelling. He would *never* teach scholars to spell out the words while reading. This habit has made, and is making, poor, drawling readers. Let every word and every sentence be pronounced promptly, fluently, and correctly. Teachers should require their pupils, of all grades, to pay strict attention to articulation, grammatical and rhetorical pauses, emphasis, inflection, and expression. Calling words in a halting, hesitating, hastening, recalling, and monotonous manner, without regard to sense or expression, is *not* reading. It not only cripples and crucifies what natural ability the pupil has, but *murders* the innocent English composition. No class should go over more than they can read fluently, naturally, and correctly. Mr. J. Merrill gave some instruction in teaching *arithmetic*. He would have pupils thoroughly drilled in the four simple rules. Have daily exercises in addition so as to acquire a habit of readiness and rapidity in reckoning, — that quickness and correctness were the essentials in combining numbers. That pupils should cipher less and study other sciences more. The subject of *school discipline* was opened by Amos Heald. He said that discipline was neglected in our schools. That good order was as essential to success as good instruction, and more failures were the result of lack of government than of any other cause. Better standard of order is demanded, — not a rigid, arbitrary government, nor a loose, milk and water rule, but a medium course, — mild yet firm, quiet and orderly.

English grammar. Dr. McLaughlin would discard much of the present method of teaching this branch. As it is usually conducted, by memorizing and reciting page after page of rules, notes, and exceptions, he regards the time spent worse than wasted. That learning grammar is not learning to speak and write the English language correctly. A person can turn the apparatus of a hand-organ, and still never know how to manufacture one. The exercise of *parsing* he would entirely abolish in our school-rooms. An

exercise in language, or composition writing,—the practice of putting words together to form sentences, and sentences paragraphs, should take its place. Reading the works of our best authors should be commended. Study language rather than grammar. Mr. Heald would discard the grammar book and teach from the blackboard, by writing the name of some object and requiring the pupil to supply the describing action, and connecting and modifying words.

Instruction in *penmanship* was conducted by Shepard E. Smith, who advocated more and better instruction in writing. Believed towns should employ a teacher of penmanship to give instruction in their schools. Illustrated the principles of forming letters in a manner simple and easy.

Rev. E. Skinner made some remarks on moral instruction of the young. Said that morals and manners should be taught in the common schools. That teachers be patterns of morality. That no person should assume the sacred trust of teacher who is addicted to the vile and disgusting habit of using tobacco.

The evening was occupied in discussing, *How shall the efficiency of our common schools be promoted.* The general opinion was that school officers should be more attentive to their duties. That teachers should be better qualified, —that there is a serious inefficiency among our teachers. That they should attend normal schools, institutes, read educational journals and books on the subject of teaching, should subscribe for and read the MAINE JOURNAL OF EDUCATION, should visit each other's schools, and have their class-work previously studied and arranged before coming before their classes. The community is sadly indifferent in education. Public opinion needs arousing and educating. We want a better school system and better home influences. Parents should cease finding fault and co-operate with their teachers. The following resolutions were unanimously adopted:

Resolved, That in view of the inefficiency of our common schools, and the apathy of public sentiment in relation thereto, it becomes necessary to adopt some measures for their improvement, and to awaken a spirit of inquiry in the public mind upon the subject.

Resolved, That we recognize the importance and necessity of voluntary teachers' institutes, town and county, and believe them to be conducive of better results and greater influence than those which were established by legislative enactments.

Resolved, That in our opinion, moral quality should be a leading requisite in the character of the teachers of our common schools.

The institute voted to meet again at the call of the executive committee, early in December next.

Rev. J. C. Snow, principal of Westbrook Seminary, has resigned his position, and will again resume his pastorate in Auburn.

We expected for this number an account of the graduating exercises at Farmington Normal School, but none has reached us.

EASTERN NORMAL SCHOOL EXAMINATION AND GRADUATION EXERCISES.

We are indebted to the Bangor *Courier and Whig* for the following account of the exercises at Castine:

The examination of the classes of the Eastern Normal School at this place occurred May 29th. His Excellency Governor Perham, Hon. S. C. Hatch, Bangor; Hon. George Weeks, Jefferson; Hon. E. G. Harlow, Dixfield; Hon. Cyrus M. Powers, Houlton; Hon. F. N. Dow, Portland; Hon. Warren Johnson, Topsham, State Superintendent; and, in addition, a large number of friends were present.

The exercises were very interesting, and showed that the course of instruction is very critical. Such evidences of thorough, practical knowledge as the several classes gave, clearly indicate a useful life, and a work that rising generations will look back upon as well done. Examinations were passed in history of the United States, object lessons in botany, principles of writing, physiology, trigonometry, drawing, school economy, and elocution.

The model class of children, which has been under the direction of Miss Hutchinson, contributed much to the interest of the occasion. This class has been organized that the pupils of the normal school may have the benefit of observation and practice in a well-conducted primary school. Instruction has been given by the teachers and members of the graduating class, in reading, spelling, writing, drawing, singing, elementary geography, and arithmetic, and, through object lessons, habits of observation and powers of expression have been cultivated. A few exercises were given on examination day.

Miss Grant, a member of the graduating class, spoke on "The word method" of teaching, showing its adaptability to young minds and superiority over the old, or "A-B-C method." She gave at the close of her remarks a practical illustration of the method with a class of four small children, which was very interesting, and clearly demonstrated this to be the best system in use.

Miss Gallison conducted an exercise in blackboard drawing by the model class, which showed how this most important branch may be made interesting and profitable to children.

Miss Lawrence led the children in an exercise in singing, in connection with hand exercises, which was very pleasing to all. During the day teaching exercises were given by several members of the graduating class, which evinced much skill and self-possession. The exercises were interspersed with music by the students under the direction of Prof. Dresser. Lessons in vocal music have been given twice each week during the year, by Mr. Dresser. The daily singing, as well as that at examination and graduation, in interest and proficiency, mark this instruction as exceedingly valuable.

One has only to be present during the examination to be convinced that the school is a credit to the teachers, the students, and the State. The work done here is of the greatest importance, having to do with the education and

training of teachers, who go out into the world and mold the future course and life of those under their charge. That it is well done, the lives and labors of the students will show.

The evening was occupied by the lecture of Prof. Taylor, of Bowdoin College, who used the subject "Jesuits," treating of the virtues, vices, life, and death of the organization. It was a highly interesting, and scholarly effort.

The exercises of the graduating class occurred May 30th, at the Congregational church. From the examination we were led to expect much of the class on this occasion, and those expectations were fully met. The articles were clear, forcible, and interesting, no efforts bordering on the sensational were among them. The thorough training that these students have received, manifested itself in their productions. The following was the order of exercises:

PRAYER.

MUSIC.

Salutatory, Amos W. Plummer, West Winterport.
Gleanings, Esther O. Bates, South Brooksville.
Discipline, Lelia F. Aymar, Addison.

MUSIC.

Skilled Labor, Arthur B. Wilder, Charlotte.
Music, Martha E. Gallison, Harrington.
On the heights, Abbie L. McDowell, Washington.

MUSIC.

The Schoolmaster, Oliver W. Laine, West Winterport.
Our Homes, Marie H. Friend, Etna.
The Blessings of To-day, Nellie E. Chapin, Orrington.

MUSIC.

Mathematics, Daniel N. Nash, Steuben.
Pictures and Frames, Annie Perkins, Castine.
The Age and Woman, Susan C. Starrett, Warren.

MUSIC.

The Republic, William H. Stone, Troy.
Dare To Do Right, Mary B. Grant, Matinicus Isle.
Valedictory, Frederick W. Foster, Trenton.

AWARDING OF DIPLOMAS.

PRAYER.

DOXOLOGY.

BENEDICTION.

Prof. Fletcher, at the close of the exercises, said:

To-day are severed the relations which you as students bore to us. It is two years since you came here, and I need not say to you that the work for which you have prepared yourselves is a very important one. These officers of the State are here to-day, not simply to inspect your work; but to welcome you to that field for which you have prepared yourselves, where the harvest is plenty and the laborers are few. The work of the past two years

has advanced you. You cannot if you would, be what you were two years ago. You have taken steps forward. Though you may feel that much has been accomplished, this day does not mark its completion; it is but the opening to a greater work. While many are ready to welcome you to your labor, you must not think your task is easy. You have the record of success and failure of those who have entered upon the work before you to encourage and instruct you. You know your duties are arduous, but it is your privilege to make your calling as high as you can. Again let me counsel you to work, in season and out of season, in the school and in the district. But do not stand in your own strength; he that succeeds must be schooled in experience. We shall miss you, but the State needs you more than we do. We would be glad to work years with you, but our labors now cease. From the people you came, and to the people we now give you back.

The final words to the class were by Governor Perham, who presented the diplomas and said:

Ladies and gentlemen of the graduating class:—I should be false to every pulsation of my heart, and to my duty also, if I failed to praise the exercises to which we have just listened. I have witnessed your efforts with satisfaction, and am certain that all have been equally satisfied. In a comparison of your works with those of some in our more pretentious institutions, I do not think yours would suffer. I am sorry that I could not have heard more of your exercises yesterday, and I am satisfied from what I did hear, that your work is well done. Every well-wisher of the State will have an interest in you. All feel interested in developing the resources of the State, and the people have not neglected the means for developing the minds of those who are to enter upon the great work of teaching the public schools. Those who engage in this work have need of preparation, and the normal school gives this special preparation. I feel a special interest in it now that a number of classes have gone out. I have, in the earlier part of my life, taught school for ten dollars a month where the teacher must board round, and where the hospitality of the family would not allow the master to be left alone. Tired with the labors of the day, no room awaited him but in common with the family. I am glad that a better method of preparing the teacher for his work has been adopted. I now have the pleasure of presenting to you the certificates of your graduation from this institution, — the commission to enter upon this great work.

And now the State expects much of you. If by your success you are enabled to demonstrate the success of the normal school institution, education will receive an impetus. I welcome you to its duties, success, and trials, and I charge you as the eyes of the State are on you, to discharge well your duty.

In the evening the alumni of the school held their second reunion. The following was the programme:

Secretary's Report and Business Affairs.

SINGING.

Welcome Address, Mr. J. G. Thomas, President.
Normal Life at the South, Miss C. S. Jones, Class of '69.
In Memoriam, Miss E. M. Stevens, Class of '69.

SINGING.

Our Year's Work, Miss D. A. Thomas, Class of '70.
Advice to Undergraduates, Miss M. W. Coggins, Class of '70.

MUSIC.

Class History, Miss E. J. Stimpson, Class of '71.
Essay, Miss L. W. Beane, Class of '71.
Class Poem, Miss F. S. Guptill, Class of '71.

ADDRESSES.

SINGING.

These social reunions of the alumni are very interesting, even to those who are not among the number of graduates. The parts given were excellent, and of a character to leave a lasting impression on the hearers. These exercises which constituted the closing scenes of the year were such as to awaken the members of the association to still higher purposes, and to impress them with the importance of their life mission. Coming together thus annually, not only serves to keep up the remembrances of school life and the social relation of classes, but it strengthens and invigorates each member, so that a return to labor will be with renewed confidence, higher aims, and better success.

WHAT TO TEACH.—Rev. Charles Brooks, father of the State Normal Schools in America, was asked by a teacher this question:

"What shall I teach my pupils?"

He answered—"Teach them very thoroughly these five things:

"1. To live religiously.

"2. To think comprehensively.

"3. To reckon mathematically.

"4. To converse fluently; and

"5. To write grammatically.

"If you successfully teach them these five things, you will nobly have done your duty to your pupils, to their parents, to your country, and to yourself."

"Amen!" said the preceptor.

Yale College has recently abolished the antiquated "engagement" which students were required to make at matriculation; and substituted for it the following simple and manly form of promise:

"I hereby acknowledge the obligation on my part, while I remain connected with Yale College — of which by this act I become a member — to submit to the authority of the corporation and the faculty."

A lady has gained the scholarship offered for competition at the preliminary examination in arts of the university of Edinburgh.

A lady has been elected superintendent of public schools in Montpelier, Vt.

STATE AND TERRITORIAL SCHOOL OFFICERS IN THE UNITED STATES, 1872.

State.	Title.	Name.	Post Office.
Alabama	Supt. Public Instruction	Joseph Hodgson	Montgomery.
Arkansas	" " Schools	Thomas Smith	Little Rock.
California	" " Instruction	H. N. Bolander	San Francisco.
Connecticut	Sec. Board Education	B. G. Northrop	New Haven.
Delaware			
Florida	Supt. Public Instruction	Charles Beecher	Tallahassee.
Georgia	School Commissioner	J. R. Lewis	Atlanta.
Illinois	Supt. Public Instruction	Newton Bateman	Springfield.
Indiana	" " "	Milton B. Hopkins	Indianapolis.
Iowa	" " "	A. S. Kissell	Des Moines.
Kansas	" " "	H. D. McCarty	Leavenworth.
Kentucky	" " "	H. A. M. Henderson	Frankfort.
Louisiana	" " "	Thos. W. Conway	New Orleans.
Maine	Supt. Common Schools	Warren Johnson	Topsham.
Maryland	Prin. State Normal Sch.	M. A. Newell	Baltimore.
Massachusetts	Sec. Board Education	Joseph White	Boston.
Michigan	Supt. Public Instruction	Oramel Hosford	Lansing.
Minnesota	" " "	H. B. Wilson	St. Paul.
Mississippi	" " Education	Henry R. Pease	Jackson.
Missouri	" " Schools	John Monteith	Jefferson City.
Nebraska	" " Instruction	J. M. McKenzie	Lincoln.
Nevada	" " "	A. N. Fisher	Carson City.
New Hampshire	" " "	J. W. Simonds	Concord.
New Jersey	" " "	E. A. Apgar	Trenton.
New York	" " "	Abram B. Weaver	Albany.
North Carolina	" " "	Alex. Iver	Raleigh.
Ohio	Com'r Common Schools	Thos. W. Harvey	Columbus.
Oregon	Supt. Public Instruction	L. F. Grover	Salem.
Pennsylvania	" Common Schools	J. P. Wickersham	Millersville.
Rhode Island	Com'r Public Schools	T. W. Bicknell	Providence.
South Carolina	Supt. Public Instruction	J. K. Jillson	Camden.
Tennessee	" " "	Wm. Morrow	Nashville.
Texas	" " "	J. C. De Gress	Austin.
Vermont	Sec. Board Education	John H. French	Burlington.
Virginia	Supt. Public Instruction	Rev. W. H. Ruffner	Richmond.
West Virginia	" Free Schools	Chas. S. Lewis	Charleston.
Wisconsin	" Public Instruction	Samuel Fallows	Madison.
Colorado	" " "	W. C. Lothrop	Denver.
Dakota	" " "	Jas. S. Foster	Yankton.
Idaho	" " "	Daniel Crane	Boise City.
Indian	" Inst'c Cherokee Na.	Spencer S. Stephens	Tahlequah.
Utah	" Public Instruction	Robt. L. Campbell	Salt Lake City.
Wyoming	" " "	Dr. J. W. Hayford	Laramie.

THE REASON WHY.—The immediate cause of premature fading or blanching of the hair is an obstruction of the oil vessels which afford the coloring matter. The remote causes may be general ill health, trouble of mind, etc. Hence, in order to restore its natural color and beauty, the oil vessels must be restored to their normal condition. It is on this principle that NATURE'S HAIR RESTORATIVE is compounded, and it has proved a *complete success*, wherever faithfully applied. It is not a poisonous dye, consequently the effect is gradual, and, in severe cases, two or three bottles are necessary to produce the desired result. See advertisement.

EDUCATIONAL INTELLIGENCE.

Mr. James T. Fields, of Boston, is organizing a course of free lectures for women on English Literature,—such lectures as the universities have hitherto provided for the benefit of their students. They are to be given in the beautiful hall of the Boston Institute of Technology, on Saturday afternoons of October, November, and December of this year.

Dr. Calvin Cutter, author of Cutter's Physiology, died suddenly at Warren, Mass., recently. Doctor Cutter was surgeon of the Twenty-first (Mass.) Regiment during the rebellion, and afterwards medical director. He is well known as the author of several works on physiology which have been extensively used in schools.

Miss Lottie Ray, a colored graduate of the Howard University Law School, was last week admitted to the bar of the supreme court of the District of Columbia.

Rev. Lewis A. Austin, principal of Burr and Burton Seminary, at Manchester, Vt., has accepted the position of principal of Kimball Union Academy, at Meriden, N. H.

James Gordon Bennett, the late editor of the New York *Herald*, taught school at Cherryfield, in this State, in 1818. He received seventeen dollars for two months' services.

Prof. G. L. Goodale has been elected to a position in Howard University, Washington. This will not conflict with his professorship in Bowdoin College, which he will continue to fill.

Mr. Mori, the Japanese minister at Washington, has decided to have the five Japanese girls, placed under his charge, educated by the kindergarten system, and will place them under the supervision of Miss Loring, of Boston. Already there are four Japanese cadets at the Annapolis Naval Academy.

President Clark, of the Massachusetts Agricultural College, has resigned, to accept his western call; but his and the institution's friends are making strenuous efforts to induce him to remain.

Kent's Hill Seminary and Westbrook Seminary had their examination and graduating exercises last month, and each graduated a good class.

Russia has now fifteen thousand thoroughly organized public schools, under governmental control.

Hon. J. W. Simonds, Superintendent of public schools for New Hampshire, will accept our thanks for a copy of his Annual Report.

Prof. Hall of Colby University intends soon to visit Europe.

Oxford University celebrates its 1000th anniversary this year.

Lebanon, N. H., has voted to invest $30,000 in a new school-house.

BOOK TABLE.

A MANUAL OF ANCIENT HISTORY. By M. E. Thalheimer. Cincinnati and New York: Wilson, Hinkle & Co.

In point of mechanical execution no school-book has come to our notice for some time which could equal this. The typography is beautiful, and the illustrations and maps are of the first order. There is a peculiar softness and clearness about the latter that make them peculiarly attractive.

The work is a methodical survey of the history of the prominent nations of antiquity, closing with the fall of the Western Empire. The style and arrangement of the book are very good, and the author has, as it seems to us, shown extensive research and good judgment in the performance of his task. We most cordially commend the work to the notice of teachers.

INDEPENDENT SIXTH READER. By J. Madison Watson. New York: A. S. Barnes & Co.

This series of readers is remarkable for freshness and good taste which characterize the selections, for the practical character of the elocutionary matter, and for the clear, pleasant appearance of the printed page. This higher book well sustains the reputation of the series. H. M. Cable, 32 Bromfield Street, Boston, is the New England agent for the books.

IS IT TRUE? New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This book belongs to the series for girls now in course of publication, written or edited by the author of "John Halifax," etc. The tales in this beautiful little volume are excellent, and will form an attractive book for young folks.

CURTIUS' GREEK GRAMMAR. Edited by Wm. Smith. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The Greek professor in the University of Leipzig is regarded as one of the best representatives of the advanced state of Greek scholarship. His grammar is one from which many of the compilers of our recent Greek grammars have drawn very largely. Dr. Smith has given us here an edition admirably adapted to actual use in the school-room. The typographical features of the book are worthy of especial commendation.

OLIVER OPTIC'S MAGAZINE.—The commencement of a new volume contains, for illustrated articles, Oliver Optic's New Story, "Little Bobtail; or, The Wreck of the Penobscot," Chapters 1, 2, and 3; Elijah Kellogg's New Story, "Winning his Spurs; or, Henry Morton's First Trial," Chapters 1, 2, 3, and 4; Virginia F. Townsend's New Story, "Only Girls," Chapters 1 and 2; "Among the Raftsmen," by Frank H. Taylor; Alfred in the Danish Camp, and Dolly Varden. Among the artists employed on this number, are C. G. Bush, Henry L. Stephens, Miss L. B. Humphrey, Gilbert, and others. Sophie May has a story in this number. The editor and the publishers have

combined to make this number superb. Published at $2.50 per annum, by Lee & Shepard, Boston.

Messrs. G. & C. Merriam, the publishers, recently filled an order for 16 copies of WEBSTER'S UNABRIDGED, from Colombo, capital of the island of Ceylon, in the East Indies. During May, they had two orders from Japan, one of 80, and one of 36 copies; also, one of 12 copies from Constantinople; 99 copies also went to the China and Japan market in April, from San Francisco. Webster's Speller keeps up its sale of nearly one million copies per annum. The actual number for the past year was 979,204.—*Springfield Republican, June 5.*

THE LADY'S FRIEND for July has an engraving of the Huguenot lovers, accompanied by a poem of remarkable beauty. The fashion illustrations are very tasteful, and the character of the reading fully up to its usual high standard. $2.00 a year, by Deacon and Peterson, Philadelphia. $3.00 will pay for it and the JOURNAL OF EDUCATION a year.

THE POPULAR SCIENCE MONTHLY is the title of a new candidate for popular favor, conducted by Prof. E. L. Youmans, the well-known chemist, and published by D. Appleton & Co., at $5.00 per year. The numbers for May and June are filled with a variety of spicy articles, and will attract notice among the reading public.

CATALOGUES. We have at hand catalogues of the Castine Normal School and of the Eaton School at Norridgewock, both of which give all needed information in regard to those schools.

HARPER FOR JULY.—In Search of the Picturesque; The City of the Saints; Explorations in Cyprus; Mazzini, are the leading papers, and they are good.

In LIPPINCOTT for this month we have a paper entitled, Crumbs from the Rhineland, well written and finely illustrated. Travels in the Air, and a History of the Fourth of July are also good articles.

The Presidential Campaign is the title of the leading article in the PHRENOLOGICAL JOURNAL for this month. It has portraits of Greeley and Brown. Another article gives brief biographical notices and portraits of the presidents from Washington to Grant.

ARTHUR'S LADY'S HOME MAGAZINE begins a new volume this month with a good table of contents.

PETERSON'S MAGAZINE for July more than maintains its old pre-eminence as a two dollar monthly.

Albert Lund, and *A Good Investment*, are the titles of two very well-written numbers, 376 and 377 of Harper's Library of Select Novels.

THE NURSERY for July is very attractive.

SPECTRUM ANALYSIS DISCOVERIES is the title of No. 4 of Lee & Shepard's Half Hour Recreations in Popular Science. It gives the latest phase of this important branch of science. For sale in Portland by Loring, Short & Harmon.

SCRIBNER for July opens with an illustrated article on West Point, and is followed by a good list of other readable articles.

THE HERALD AND TRIBUNE, published at Jonesborough, Tenn., is doing good service in that State for the cause of education.

LITTELL starts off upon a new volume with its usual good variety of excellent reading.

T. S. Arthur and Son's THE CHILDREN'S HOUR for this month is full of good things for the children.

We are indebted to Superintendent Marble of Worcester for the Report of the schools of that city for 1871.

DISAPPOINTED.—We have looked earnestly, but in vain, for the programme of the American Institute of Instruction, which is to meet in Lewiston in August. It should have a place in this number, but we hear nothing of it.

ROLL ON! great Pill of Ayer, roll on!
Through miles emboweled roll!
Roll on!
Through those whose livers chafe the soul!
Through those whose feeble stomachs fail!
Through mesentaries waxen pale!
Through all who live in aches and ail!
Ever roll on!
Roll o'er the prairies of the nation,—
For the sick and ill of every station!
Roll down the Andes—towering mountains!
Roll over Afric's golden fountains!
Through India and the Chersonese!
Through distant iles of Japanese!
Wherever dwells a sinking heart
Roll on, to do your mighty part,
Ayer's Pills, roll on.—*Putnam for Oct.*

SCHOOL FESTIVAL. Fvery Teacher ought to have it. See our Club Terms.

Robert Southey and made Hugh Miller a suicide. Though to think be thus hard, yet it is the duty and should be the aim of every teacher to lead his pupils to examine, to analyze, to interrogate, to compare, and to classify. The student should be trained to think earnestly, correctly, and persistently. He should be satisfied with nothing less. Many of the branches of education require little or no original, independent thought. What they do require is a lower order of mental activity than that of thought, viz., attention. The majority of scholars and even of people are hardly able to give strict attention for any length of time. Take geometry, for instance: it requires no new investigations, no new discoveries are to be made; the road has been prepared; all there is required is strict attention to the various operations. To confess that one cannot understand a proposition in geometry, is to own that one cannot command the attention; that one cannot concentrate his mind. It is by close, persistent attention, that most of the mathematics are mastered. This matter of attention is of no small importance, when considering its bearing upon thoroughness and accuracy. Nothing should be allowed to detract the attention for a moment. Archimedes pursued his demonstrations until the enemy broke in upon and slew him. Fergusson, studying the stars, forgot to rest till daylight broke in upon him.

INSTITUTE JOTTINGS.

TEACH what will be used in after life.
Teach as we use in after life.
Teach from the known to the unknown.
Teach pupils to do things.
Teach the how before the why.
Do not tell, but draw out.
Teach as much as possible by application.
Teach by topics.
Give class instruction as much as possible.
Teach at every recitation something not found in the books.
Remember that change is rest.
Teach to memorize by repeating at separate intervals.

Seek always for something to commend, not for something to blame in the pupils.

The less force expended in government, the more there is left for instruction.

Precision in the evolutions and movements of the school-room.

To instruct the ignorant, to preserve the virtues pure, to redeem the vicious to purity.

Never a day without improvement.

IDEAS.

We teach and are taught by something that never gets into language.

It is very important to have right ideas of government. Habits of loud study injure the school, retard the progress of those who do it, and should be broken up.

The communications of pupils in the school-room must be judiciously regulated.

Inspire pupils that you are putting forth your best, utmost, and most earnest efforts for their improvement. This can only be done by really and truly doing everything thoroughly.

Look more at the spirit of the offense than at its magnitude.

Adopt some method, some system, in all studies; and in school work, as well as in everything else in life, be prompt and regular.

Oral spelling is not the true way. Men spell with their fingers, from the brain, and not by the mouth. Learn spelling by writing.

Most of us are too poverty-stricken in our use of right words. We need to enlarge our vocabulary of proper words, to rightly clothe our ideas.

We must have an ideal, by which to mold the plastic powers and minds of our pupils.

Give none but right impressions. Remember that it will be more lasting than inscriptions on marble or brass. It lasts through time, and will meet us in eternity.

Rarely conduct recitations in order. Hold each pupil of the class responsible for the mistakes of all or each one of the class. Encourage right criticisms. Give object teaching and blackboard illustrations often.

Answers should embrace the question as in the following exam-

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] reward of respect to be polite [illegible] and appreciate [illegible] "if you please" and [illegible] to their self-respect, without which there is [illegible] your example to your precepts. Children can [illegible] as well as grown people, and will often notice inconsis- [illegible] talk and conversation that older people might pass unob- [illegible]. The successful teacher will have few rules, and respect them [illegible]. The best is one that children can easily understand, viz: "Do right." Explain what is right on different points, and impress on the children's minds that God always sees them, though the teacher may not. Talk to them often about their accountability for the gift of intellect, and you will be surprised at the display of conscientiousness! Encourage their little confessions at each evening's report, and you will see more bright faces than if truth were sacrificed, and the children sent home with ill-gotten rewards. Good government is the mainspring to success.—*Iowa School Journal.*

Great talent for conversation should be accompanied with great politeness. He who eclipses others owes them great civilities; and, whatever mistaken vanity may tell us, it is better to please in conversation than to shine in it.

OPENING SCHOOL.

THE first day of school is an important one to the teacher; for his success or failure depends upon the arrangements made that day. In order to have clear ideas of what is to be accomplished, to lay plans systematically, and to enter upon his work in earnest, it is necessary to obtain, if possible, some knowledge of the condition of the school before attempting to classify it. There are so many things that require immediate attention, so many important decisions to be made, all of which demand prompt and energetic action, that it is absolutely impossible to decide them all in the most desirable manner, without some forethought; consequently, it is highly important to the success of the teacher that he become acquainted beforehand with the wants of the school. If he neglect to do this he is apt to make serious mistakes, and not having any plan to work by, is wavering and doubtful how to proceed. This the children perceive, and form their opinion of the teacher accordingly. A prompt, energetic teacher, one who can decide a question in the best manner instantly and finally, cannot fail to secure the respect and confidence of children.

The first thing to be accomplished in opening school is to make a good impression. This can be done by talking in a friendly manner to the children; telling them some little story, or explaining to them the object of attending school. Nothing can prove more injurious to a school than for the teacher to assume a commanding, arbitrary manner, showing the rod to intimidate the children, and using threats to enforce obedience. The children immediately brace themselves up against such treatment, and secretly resolve to transgress the rules every chance they have; thus a spirit of rebellion is aroused in their young minds, which no after acts of the teacher can counteract.

I do not think it necessary to have many rules. A few strictly enforced are better than many violated daily. It is possible for a teacher to enforce rules in the spirit of kindness, and it is necessary for him to be firm and resolute, yet pleasant and cheerful. It is a poor plan to let the children do as they please the first week, and then undertake to control them. If the bars of order are once let down, under pretence of seeing what the children will do, and who

are the leaders, it is not so easy to put them up again. The better plan is to insist upon having order, perfect order, the very first day; doing this, it will be comparatively easy to require it the whole term.

It is necessary for the teacher to enlist the affections of the children as soon as possible. When the scholars feel that their teacher takes an interest in them, and desires to please them, then they will take an interest in the school, love their teacher, and make progress in their studies. Respect, however, must precede love. Children generally form their opinion of the teacher the first day; if his manner that day is such as to secure their respect, then he will be likely to gain their love, and be successful in his labors. E. H. M.

TEACHERS' CONVENTIONS AND INSTITUTES.

THERE does not seem to exist, in the minds of educators, a very close discrimination between the legitimate duties of a convention and those of an institute. The exercises of one very often run into those of the other.

A convention of teachers is one where educators meet for the discussion of questions of a general nature, and where any man may freely ventilate his opinions, independently of all other exercises. The lecture finds here a prominent place.

On the other hand, an institute should be conducted by one master spirit, whose influence, like a golden thread, should run all through the exercises. He should have just assistance enough to relieve him from the too continuous strain upon his mind, and he should be able to hold the attention of as many teachers present as possible, and to keep them there throughout the session. Extraneous lectures should be reserved for evening exercises, or omitted altogether. The convention may combine with it the exercises of the institute, but the institute should not partake of the character of a convention. The institute should be chiefly devoted to methods of imparting knowledge, and such other matters as belong to the immediate exercises of the school-room. Theories and doubtful questions should be reserved for the convention. The institutes in this State for the last two years have generally been of the character here indicated, and owe their great success to this fact.

It is believed by the writer that our State association, at its annu-

al meeting, should have, at least, one subsection for the special benefit of the majority of lady teachers present. Few of this class of teachers take any interest in subjects of general discussion, while they would be greatly benefited by listening to a discussion and illustration of the best methods of teaching and managing their schools. If there is a fear that the subsection would draw too heavily upon the educators present, and leave the principal meeting in a minority, it would only prove which was of the greater value and interest. It is to be hoped that the managers of our State association will take this subject into consideration, at the next meeting.

With reference to an institute, there is no place where the incidental lecturer will find himself placed in a false position and feel it, as one who breaks in with some topic out of the regular course of thought which should pervade all the exercises. As a rule, then, *the teachers will carry away practical knowledge from an institute, in the ratio of the small number of persons employed as instructors.* It will be understood that this does not interfere with discussions which may arise that are often of the greatest value, nor with the evening lecture, which often has a most powerful influence in educating public sentiment, that could not be reached in the day exercises of the institute.

As the fall institutes will commence in a few weeks, it is hoped that any defects that may have heretofore been felt to have existed, will be removed, and that this most powerful agency in stimulating teachers in their work will be more successful than ever. N. T. T.

For Primary Teachers.—Long lessons are an injury to the prosperity of all primary schools. It has been satisfactorily proven that the attention of young children cannot be profitably given to any one exercise longer than fifteen or twenty minutes. The interest flags at a longer period, and the good effect of the lesson is lost, while the teacher, having expended unusual energy in trying to keep up their attention, is disheartened at their indifference. Teach the children how to observe. Do not cruelly sentence them to keep their eyes constantly upon their books. Abstract thoughts will not present themselves when the mind is closely occupied by figures before the eyes. Let the lessons be considered only catchwords, from which the pupils may look around, enlarge their ideas, and draw the most natural and sensible conclusions.

A LESSON IN SPELLING.

SPELLING! Slates! Miss Barnitz, please take the blackboard. Write!

1. Japan′,	6. Teheran′,	11. Andaman′	16. Powhattan′,
2. Fezzan′,	7. Ispahan′,	12. Astrakhan′,	17. Hindostan′,
3. Deccan′,	8. Khorassan′,	13. Kordofan′,	18. Afghanistan′,
4. Soudan′,	9. Matapan′,	14. Yucatan′,	19. Turkestan′,
5. Bhotan′,	10. Martaban′,	15. Rapidan′,	20. Beloochistan′.

We are improving; at first we were five minutes in writing twenty words. These are all neatly and legibly written in three minutes, but we shall not be satisfied till we can do it in two. Miss Barnithas, very properly, placed the words in columns of five each for easy correction.

How many agree with her spelling of the first five? None? How many differ upon Bhotan? All? Copy the word from the board on a vacant space. It is correct.

How many differ from spelling of next five? How many upon Khorassan? How many on Teheran?

Miss Barnitz has them right.

Correct. Next five.

Miss Orr: I have Astrachan.

That is very common, but Astrakhan seems preferable.

Mr. Ritchie: I have a *c* in Kordofan.

That will not do. The next five words.

Miss Lawton: I have but one *t* in Powhattan.

It is found that way in some histories, but the spelling given is more common.

How many differ on Hindostan? Hindoostan and Hindustan are both allowable, and some of the most learned modern writers sanction our spelling Hindu and Hindustan.

Is any one wrong upon Afghanistan? One. Correct.

We have now corrected all our errors; those who have spellings which have been pronounced allowable need not report them as errors. How many are right throughout? How many have one error? Two? Three? Those who have more than three should be very careful or they will not learn anything. We can easily learn to

correct one or two errors, but where there are a great many we must bring great steadiness and zeal to the task or we shall not learn to correct any.

But, unless these words represent something to us, all this is idle. A word is the sign of an idea. Let us reflect upon these words. Read them in concert.

Again: What do you see about them?

That they are all proper names; mostly geographical names. All end in an, and are accented on the last syllable.

Very well. Now what idea does the first word bring to your mind?

Miss Ball: The island-empire east of Asia.

Second word?

Mr. Martin: The great oasis of the Sahara.

Yes. It brings up the wells of water, the palm-trees, and the sweet rest to the exhausted caravan.

Third word,—Deccan? No idea? Well, we must find that out. I have a special use for that idea; see that it is ready.

Bhotan? I am not surprised. It is less important than the other, but I assign it for study. You will find that it is a word of various spelling.

Teheran? Miss Porter: The capital of Persia.

Ispahan? None? Assigned.

Khorassan? Miss McAdams: I have read a poem called the Veiled Prophet of Khorassan, but I don't know where Khorassan is.

It is a province of Persia.

Matapan? Mr. Shafer: The most southerly point of Europe.

Martaban? Miss La Tourrette: A gulf south of Asia.

Andaman? Mr. Phillips: A group of islands partly inclosing the gulf of Martaban.

Astrakhan? Miss Turney: A large city near the mouth of the Volga.

Kordofan? Miss Morris: A district of Africa on the upper Nile.

Yes; hardly any word calls to my mind a picture of vice and depravity so shocking and loathsome.

Yucatan? Mr. Richter: A peninsula of North America.

Rapidan? Miss Breeding: I used to read about it in war times; it is a river.

Well, I will assign that.

Powhattan? Miss Hutchinson: It makes me think of the story of Capt. Smith and Pocahontas.

Yes; Powhattan was a king full famous in story.

Miss McAdams: Mr. Watkins, I don't like that pronunciation. I hate it. I will teach my pupils, as you say, if you so direct; but, for myself, I shall always say Powhat'tan.

Very well; it is not my purpose to force a pronunciation upon you, but only to show and teach what has been authorized by custom. You would no more say Powhat'tan after finding that "all the world" says Powhattan', than you would wear your grandmother's bonnet to church, and for the same reason,—that we cannot afford to be out of the fashion.

The words Hindostan, Afghanistan, Turkestan, Beloochistan, are so well known that they cannot fail to suggest ideas.

You may now read the list in concert. Again. Erase everything from slates and board. Reproduce as many of these words as possible from memory.

How many have all? Nineteen? Eighteen?

Miss Clough, let me examine your slate. All are correct and in order. Please copy them upon the board. Class, copy the words from the board into your little books.

Done? Very well, we have been so prompt that we are still within our limits.

As we are teachers, let us reflect a moment upon the object of this lesson, and what we have done.

First. We have learned to spell twenty words, most of them important geographical names. We are not done with these words, they will frequently appear in review lessons during the month. What we have learned to-day will be confirmed and strengthened by repetition.

Second. We have connected the words with the things which they represent,—this is a double gain—equally profitable toward spelling and geography.

Third. The real purpose of this lesson is to draw your attention to a large number of geographical names accented on the last syllable, and by means of classification, familiarity, and repetition, to fix in your mind the type and to attune your ears to correct pronunciation

I did this indirectly. "Being crafty, I caught you with guile." In the last half hour I have made an impression upon your minds that is already "a part of your being beyond your control."—*Indiana School Journal.*

A TALK ABOUT TEACHING.

BY DR. J. G. HOLLAND.

WISE old Noah Webster used to ridicule the notion that children should be taught only what they can understand. He remembered through life many things that he learned as meaningless words when a boy, and afterwards understood as his experience widened. What happened to him would happen to other children; wherefore he advised teachers and parents to store the children's minds with the raw material of knowledge, when their time was of little value, and trust to after-experience to furnish the interpretation.

On our way to school, years ago, we used to pass a thicket of pines on a hillside, a "section" that had been left when the adjoining fields were cleared. Night and morning, in autumn, we were sure of a run after a chip-munk or a squirrel, as he scampered along the rail fence to or from a clump of oaks in the clearing, whence he carried his winter supplies to his retreat in the thicket. The pines were cut away, and directly there sprang up a growth of oaks, the seeds of which had been imported by the squirrels. Pine woods, we are told, are frequently followed by growths of oak thus planted. But would a timber-grower be justified in trusting his crop to the chance droppings of squirrels? Or would a wise man strew acorns in a pine forest, and trust to its possible clearing and the possible development of conditions suitable for the growth of oaks, before the acorns were rotten? Yet that would be quite as reasonable as the method of "planting" knowledge approved by Dr. Webster, and practiced by teachers the world over. Incomprehensible instruction does stick sometimes, it is true; and sometimes the child happens to have the experience required for its conversion into fruitful knowledge; but the chances are against such a contingency. The time might better be devoted to work really suited to the child's age and development, —to multiplying the number and increasing the range of his experi-

ences,—to teaching him how to use knowledge, whether acquired first-hand from men and things, or second-hand from books.

"Exactly so," puts in Professor Tellemhau, of the National Normal University. "That is just what *we* teach. Dr. Webster and his 'cramming' followers have had their day. The teachers that come from *our* hands are trained in a different method. *Educo*, you know: the teacher must 'draw out'"—

Pardon, worthy Professor; but your educo-theory is as bad as cram. Not that your etymology is wrong (though it has been questioned), but it is too much to ask of the opinionated nineteenth century—"heir of all the ages," and all that—to accept a doctrine just because some old pagans, who never dreamed of a normal school, implied it in their word-making. If children were born into the world with man's allowance of mind, needing only to learn how to use its powers, the drawing-out theory would have some foundation in the eternal verities. But such does not appear to be the case. The teacher must make mind, as well as train it to skillful action. A fully developed man has a muscular organization capable of evolving the power required in lifting five hundred pounds. He has likewise a nervous organization capable of controlling that power, and of generating the power required in solving a problem in mathematics, inventing a machine, or composing a poem. The new-born babe has neither organization, and is able to do none of these things. It is a mere bundle of possibilities, of germs of capacity, which, under favorable conditions of aliment and exercise, will develop a complex organization capable of exerting all the powers of humanity. Its endowment of mental power is like its endowment of physical power,—a promise. The schoolmaster's business is to make the fulfillment of that promise certain, chiefly with regard to mental power. He must provide the conditions best suited to the development of the nascent powers committed to his care. One of these conditions, primarily the most important one, is joyful activity of sense. Action and passion—using the last word with its ancient meaning—are the great educators. Prevent these in any degree, as by destroying or obstructing any of the avenues of communication between the child and the outer world, and you prevent by so much its normal development of mind. Feebleness of mind is inseparable from physical malformation or want of physical culture. This is shown, in an extreme

degree, in the case of idiots. They are literally senseless. On the other hand, quickness and keenness of sense are ever correlated with quickness and keenness of wit. And with healthy children, as with imbeciles, the proper exercise of the senses is the primary, and always the most efficient means of developing mental power.

By the time the child comes to the hands of the teacher, it has brought its senses to bear more or less on all surrounding objects. Within a variable limit, it can discriminate the qualities of things, and can command a respectable number of names for things, their qualities and conditions. It has gained, also, a multitude of unnamed experiences, more or less acuteness of sense, and no slight mental power. The teacher's true business is to take up and carry on systematically the course the child has thus far pursued in a haphazard sort of way. He should vary it only to regulate it by a purpose which knows the end from the beginning, and seeks chiefly to cultivate right habits of thought and action, and to gratify the growing desire for knowledge by its appropriate rewards.

Letters, with their various shapes and sounds and uses, are certainly adapted to this stage of the child's progress; but they are not the only, nor in all respects the best, objects to begin with. Things that the child is already familiar with and interested in, are better. An average boy will learn "A is agate" with indifferent zeal, caring more for the agate than for A. As a means for inciting thought, of developing brain power, the agate is much the better object of the two. Try it and see. We are talking to teachers now, parental and other, and fall inevitably into the pedagogic style. Our "object" is, let us suppose, one of those particolored globes of glass that the boys call agates, and play marbles with. At first sight, the pupil will see that it is marked with various colors. Point to a particular portion,—what does it look like? The boy thinks,—that is, he reviews his store of perceptions as memory holds them, compares one and another with the present perception, singles out the nearest counterpart to it, and decides that the specified part of the agate looks like (say) ice or rock candy, or what not. In that flash of time he called into exercise perception, memory, comparison, judgment. It is by such exercise, and such chiefly, that mind is developed and strengthened; and this sort of mental action can be educated in children more easily and more pleasurably, we believe, by the study of familiar things than by books.

Pursue the investigation, not simply to teach the object, after the manner of formal object-teachers, but to train the senses to quickness and delicacy of action, to develop mind, and to teach the child the art of getting knowledge. How is the clear glass like, and how unlike, the particular kind of matter it has been compared with? This statement alone calls for a long series of observations and experiments. The same course may be pursued with each of the other colors. The combined effect of the whole, the bands of color, or whatever form the colors may assume, give occasion for still another series of investigations, only limited by the teacher's time and the child's immaturity.

Still further: the agate is round. So is a pencil, a ring, a cent, a cone, a circle on the blackboard. Compare these several objects with each other, and with other objects to which the term *round* is applicable; then classify the objects compared, according to the kind and degree of roundness which they severally exhibit. Here is pure science, and science-teaching not beyond the capacity of the smallest pupils, yet not diluted nor degraded.

Form appeals to touch, as well as to sight. With shut eyes the pupil may grasp the agate with one hand, a larger or smaller one with the other. Are they alike, or different? In form, or in size?

Compare in like manner the agate with a small spheroid, grasping both together, at first one and then the other. More perception, memory, comparison, and judgment are called for. Then compare the spheroid with a cylinder, the cylinder with a cone, and each with the agate, using different sizes of each, until the child can distinguish and classify, by touch or sight, all the different geometric forms. All this, be it remembered, not simply to teach the meanings of the words *spheroid*, *sphere*, *cylinder*, and so on, but for the sake of the training of sense and intellect which it will give. The other qualities of the agate are subjects for similar exercises, each quality being taught in connection with its opposite, and illustrated with many examples. It is not enough to say that the agate is hard. It is abominable to tell the child, as we have known teachers to do, that a thing —say a stone—is hard "because it resists compression;" that a board is "hard" for the same mysterious reason; that lead is "hard," and ice, and iron, and so on to the end of the chapter. *How* hard is the educating fact. Is the agate as hard as a ball of lead? as hard

as marble? as hard as iron? Try a number of objects with a knife or file, and find where the agate belongs in the scale of hardness. Again: How will it stand pressing and pounding? Does it crush and splinter like wood? flatten like lead? lose and recover its shape like rubber? crumble like a sandstone pebble? or resist like a ball of iron? Every child knows that the agate will break under the hammer. Its peculiar brittleness, compared with the same quality as found in other objects, is the point to be determined; and still more is the acquisition of the habit of intelligent investigation which such exercises will create. The other properties of the agate may be studied in the same way. Put it into water. Does it float like wood, suck up water like a sponge, become sticky like clay, wet through and crumble like earth, absorb water and remain dry like quicklime, or what? Drop it. Does it fall dead like mud, or bounce like rubber? How does it behave in fire? Subject it to as many different tests as your opportunities will admit of, or the age of your pupils justify. Then sum up the results, as a description of the object and a measure of knowledge gained.

This is not wholly child's work. It should occupy a good share of the pupil's time during his entire school life. It is exactly the method pursued in scientific investigation; and if children were trained to it from the beginning, we should hear fewer complaints from teachers of science because of the incapacity of average students to appreciate the method and spirit of true scientific study. It would afford, too, a profitable antidote for, or substitute for, the monotonous lesson-learning, and memorizing of ill-understood verbiage, that occupy so much of ordinary school time.

A Royal Road to learning? Thank you, yes,—but without the sneer; *the* royal road to learning. But not a new road, nor a new-discovered one; only an old road smoothed and straightened. *You* gained all your real knowledge of material things in that way, and much of your knowledge of things not material rests on your perceptions of things material. You got your knowledge, most likely, by a long series of unguided or misguided assaults upon the world or by inevitable collisions therewith. You certainly will not assert that you could not have learned more in the same time, and at less expense of pain and labor.—*Scribner's Monthly.*

KNOWLEDGE.

I know how the grape-vine tendrils feel
  When the April sun shines down,
All over the tangled, ragged stalks,
  And the withered leaves so brown.

I have felt how the sap runs soft and warm
  From delicate stem to tip;
How they uncurl soft, and tender, and fair,
  At the touch of the sun-god's lip.

Then I know how they feel when the hand of fate
  Unloosens their clinging hold,
And they yearningly reach in vain, as they swing
  Along in the wind so cold.

I know how they feel when the sap creeps back
  And shrivelled and stiffened they seem,
Till they ask, "Was the sun of our April, then,
  Only a dream in a dream?"

ANNA C. BRACKETT.

VALUE OF PUBLIC SPEAKING.

BY HENRY WARD BEECHER.

Some one writes to us that he is studying at a law school; that, besides knowledge of law, he is desirous of attaining the art of oratory, and he asks that we will give him such advice as our experience may suggest.

We can hardly hope to be of much service to the inquirer. We do not know his temperament, his disposition, his attainments, his habits, all of which would modify any instructions likely to be of benefit. It is personal that peculiar advice that each man needs, and that must be given by some one who knows the circumstances of the applicant.

Some general hints, applicable to all young aspirants for public speaking, may answer a good end.

1. The earlier one begins to practice public speaking the better.

For although the gift, in point of fact, develops late in life, it is only in the case of those who have a strong, though, it may be, dormant talent for it. No man has learned any art until he can practice it spontaneously, without conscious volition. If this proves true in music, in drawing, in the dance, or graceful posturing, it is even more apparent in oratory. Parents and teachers should encourage children to narrate, to converse,—for story-telling and fluent conversation are essentially of the same nature as oratory.

2. The habit of *thinking on one's feet* is invaluable. Great orations may be prepared with elaboration and study, not alone in their substance, but in form. Such we know to have been the preparation of orations which continue to be read from age to age. But for the purposes of American life, one must be qualified to speak well without laborious preparation of language, and this can only be done when one can command his thoughts in the face of an audience. The faculty of doing this is greatly helped by an early and persistent practice. Aspirants for oratorical honors, without neglecting the severe preparation of the study for especial occasions, should lose no opportunity of speaking off-hand. One should not be down-cast at failures. They are often far better for the student than successes. He who goes to school to his mistakes, will always have a good schoolmaster, and will not be likely to become either idle or conceited.

Public speaking means business, or ought to. Although there is a great deal of fancy talking, after-dinner speeches, complimentary speeches, and religious exhortations, all of which are meant to fill up time, yet public speaking, in its nobler aspect, is an attempt to gain some definite and important end by the use of reasons and persuasions. When a man seeks his neighbor for a business conversation, he knows just what he wants, and he settles with himself by what method he will get it. This is the very genius of a good preparation for a speech,—to know definitely what you wish to gain of an audience, and the means by which you propose to secure it. All true oratory is practical psychology.

4. A man may speak deliberately or even slowly, but no man can succeed who speaks hesitatingly,—who goes back on a sentence and begins again. Such a speech is like a shying horse or a balking mule. At all hazards, the young speaker must learn to push on,—to

keep a current moving from beginning to end of his address. If you drop a stitch don't stop to take it up. If you stumble on a word, let it go. Don't go back to it. Keep right on, no matter what happens, to the end. Momentum is of more value than verbal accuracy. Of course the best speech is that which is full of good substance, expressed by the best language, and fluently uttered. But while one is learning, he should never let himself be tripped up by a word, or the want of one. Jump the gap; run over the mistake. Keep right on. It will be time enough the next endeavor to profit by the experience of mistakes.

5. If one is slow of thought, dull of feeling, very cautious and secretive in nature, without that latent combativeness, which tends to protect one's mind upon another's, or if one be excessively sensitive, so that a mistake gashes like a lancet, it is not likely that he will succeed as a public speaker.

WHY DON'T SOMEBODY DO SOMETHING?

WHAT shall we do? That's the question, and a deep one too. What shall we do to elevate and push forward the educational standing of the people? What shall we do to render our schools what they should be? Shall we content ourselves with drawling out an acquiescence, "Something should be done;" or languidly inquiring, "Why don't somebody do something?" Let me whisper it in your ear, kind reader,—for I would not like to say it out loud, for fear of offending some lukewarm, hypocritical friend of progressive education,—this is about all the great mass *are* doing. Yes; why don't somebody do something!

What shall they do? Let us consider a moment. First, I should say, *organize*. In union there is strength. Organize for offensive, defensive, and progressive purposes. Organize as a whole State, with subordinate organizations in every county and town. There are live men in all sections. They will band together and accomplish good if the right impetus is given. We fear not the triumph of ignorance and retrogression, if we choose our ground, fortify our camp, and keep our ranks recruited. It is the demoralized army that is easily overcome. It is the unskillful hand that gathers the poor harvest. We must initiate the aggressive, and "Push things."

Keep it before the people. Shame them out of poor school-houses, scrimping dealings toward educational enterprises, and antiquated usages. Talk, write, prove, urge, press, *worry* them up to duty. Stick-to-it will accomplish wonders. Induce, lead, entice, entreat, and *drive* them into the better way. Let them see we are irrepressible,—that we won't "down at their bidding," but are quiet fellows when we get our ends answered by their discharge of duty. This is the only way we may hope to make reform. We must go ahead, keep ahead, drive ahead, live ahead, and die ahead, then somebody will do something.

We have missionary work, plentiful and pleasing, to do for common-school education. Every district, from Kittery Point to Quoddy Head, is a fruitful field for labor. Every town, from Fort Kent to the sea, wants colporteurs of progress leaving tracts, and making *tracks*, that shall point toward the highway of reform. Pioneers to fell the forests of darkness and ignorance, clear the fertile fields of usefulness, and to sow the seeds of wisdom, whose crop shall be abundant. Here is a chance for somebody to do something!

Live it, talk it, act it, develop it. This is the way, the only way, and the true way. Don't wait for "somebody to do something." Perhaps somebody is waiting for you, and this throughout the ranks causes present torpidity. Get your hands out of your pockets and hold of the handles of the good old reform plow—*agitation*. You can *hold* if you cannot *drive*, and, mind you, look not back; forward is the goal and the promise; fix your eye on the standard of progress and turn a straight furrow. We have team enough when we get them all hitched on! Horace Greeley says, "Plow deep!"

The opposition received a partial triumph the past winter. Let us be prepared to regain lost ground another winter, and push back their lines till we occupy their camp and rout them completely. Let our whole line be put in motion for a general engagement and decisive charge. We want no forlorn hope, singled out for daring deeds, while the rest are "waiting for somebody to do something!"

If we are true men and not mercenaries, let us do our whole duty. We have need to work; it is time for action. We need to have thorough, minute knowledge of the enemy's forces, country, position, and strength. We need to study well the approaches, and take advantage of all weak points and unguarded places; get our heavy ar-

tillery into position, and be prepared always for a forward movement, —never for retreat. Our starry banner, with its motto, "ONWARD," shall be planted victoriously over many a hard-won field and fortress of good-enough-as-it-is. Forward! J. W. LANG.

HOW TO PREVENT WHISPERING.

FIRST. Explain to the school the effects of whispering on their success. Show that you realize how difficult it is to control one's self, yet constant effort and devotion to the lessons will enable one never to think of whispering.

Second. Secure the assent of your school to help enforce a rule of strict non-communication,—*i. e.*, no whispering, no writing notes, or on slates; no communication of any kind.

Third. Secure their assent to having it marked opposite their names on the "roll of honor" (which is on the blackboard) every time they communicate.

Fourth. And that ten or twenty (according to the circumstances) such marks cause the erasure of the name from the "roll of honor."

Fifth. At the close of each recitation, or each half-hour, or each hour, call upon the whole school to rise; then request those who have communicated to take their seats.

Sixth. Let it be perfectly understood that there is no *crime* in communication, but that it is best for the school that they should not permit it.

Seventh. Give a recess of ten minutes every hour.

Eighth. If a pupil prefers to lose a minute of recess for every mark, let him make the exchange.

Ninth. Never grant the request, "May I speak?" If a pupil needs anything (a pencil, for instance), let him make known his wants to you, and give him your whole attention until they are met.

Tenth. Keep a careful watch over your school, but do not let them know you are watching, nor that you see everything.

Eleventh. If a pupil reports incorrectly, speak to him privately, never publicly. In aggravated cases, change the seats of pupils.

Twelfth. Make strict non-communication your mark, and never give up trying to reach it.—*California Teacher.*

WHAT SHOULD BE AIMED AT IN CONDUCTING RECITATIONS?

I. The first aim should be to impart such new and valuable information as shall be adapted to the wants and capacities of the child's mind.

II. To make pupils accurate, not only in their knowledge of the subject-matter, but also in the use of language.

III. To teach them to think by guiding their minds to the discovery of new truths for themselves.

IV. To keep them thoroughly interested in their studies.

To accomplish these objects successfully, you must,—

1. Call on as many of the pupils as possible at each recitation.

2. Require them to recite without interruption, and with as little prompting and as few questions as may be.

3. After the topic-recitation is completed, test the pupil's knowledge of the lessons by critical and exhaustive questions. You will learn in this way what further instruction is needed.

4. Do not forget this rule: Whenever you give to pupils any information which you wish them to remember, always require them to reproduce what you have told them.

5. So far as possible, make practical applications of every lesson.

6. Review all the important points of each preceding lesson.

Observe this: In all recitations require your pupils to stand in an erect and easy position, to articulate their words distinctly, and always to speak in clear, ringing tones. We need to cultivate the habit of good speaking, as well as good scholarship.—*The School.*

Gum Arabic.—What is it, and where does it come from? In Morocco, after the rainy season, or about the middle of November, a gummy juice exudes spontaneously from the trunk and branches of the acacia tree. It gradually thickens in the furrow down which it runs, and assumes the form of oval and round drops, about the size of a pigeon's egg, of different colors as it comes from red or white gum trees. About the middle of December the Moors encamp on the borders of the forest, and the harvest lasts for a full month.

The gum is packed in large leather sacks, and transported on the backs of camels and bullocks to seaports for shipment. The harvest occasion is made one of great rejoicing, and the people for the time being almost live on the gum, which is very nutritious and fattening. Dissolved in water and combined with other ingredients, some of which are necessary to prevent its becoming mouldy or sour, others mere adulterations, it becomes the indispensable mucilage sold by the stationers.

Beautiful Chemical Experiment.—Take two or three leaves of red cabbage, cut them into small bits, put them into a basin, and pour a pint of boiling water on them; let it stand an hour, then pour off the liquor into a decanter. It will be of a fine blue color. Then take four wine-glasses; into one put six drops of strong vinegar, into another six drops of the solution of soda, into a third the same quantity of a strong solution of alum, and let the fourth glass remain empty. The glasses may be prepared before, and the few drops of colorless liquids which have been put in them will not be noticed. Fill up the glasses from the decanter, and the liquid poured into the glass containing the acid will quickly become a beautiful red, that in the glass containing the soda will be a fine green, that poured into the empty one will remain unchanged. By adding a little vinegar to the green it will change to red.

Be Cheerful.—A merry heart conduces to a balanced circulation,—one of the essential conditions of health. A firm faith gives steadiness and straightforwardness to character, and determination to the will, both of which are indispensable to the "normal play of all the functions." The doubting mind must of necessity waste more or less of its vital energies in unavailing efforts to solve the complicated problems and unfathomable mysteries of a future state or if it settles down in the quiescence of unbelief, it lacks the inspiration and innervation of hopefulness. The man with abiding conviction that God rules, and that existence is eternal, will go through difficulties, endure privations, face dangers, and triumph over disasters, that would appal and unman a despondent or a doubting heart.—*Science of Health.*

RESIDENT EDITOR'S DEPARTMENT.

COOLING OFF.

By the courtesy of several steamboat and railroad lines the editors and publishers' association selected Mount Desert as the place for their annual excursion this year; and a goodly number of persons availed themselves of the opportunity to visit this locality which presents so many attractions to those in pursuit of recreation and refuge from summer heat. The inside route, so called, along the coast of Maine, in good weather is a very enjoyable one. The mingled beauty and boldness of the scenery from Rockland to Mount Desert are a source of constant delight and surprise to the voyager, and the courtesy and urbanity of the officers of the good steamer Lewiston make one feel at home and at ease. Mount Desert Island itself combines many elements of interest. At Bar Harbor the waters of Frenchman's Bay are studded with a series of islands properly named, from their singular appearance, the Porcupines, beyond which rise the lofty range of hills called the Goldsborough Mountains; rendering the bay view highly picturesque and beautiful. On the land side, within two or three miles of the shores, are Newport, Kebo, and Green Mountains, the last of which rises more than seventeen hundred feet above the sea level. From the bold summit of the last-named mountain the view is one of the finest in New England. At one sweep the eye takes in the magnificent sea view, with Mount Desert Rock twenty-five miles at sea; the beautiful Cranberry Isles with their neat cottages and church nestling near the shore, under the shadow of the mountains; the Camden Mountains; Blue Hill; Mount Katahdin; Eagle Lake, Somes' Sound, and Otter Creek. The tourist who neglects to ascend this mountain, and the task is not a very difficult one, loses one of the greatest pleasures afforded by a visit to the island. The opportunities for rambles and drives over the island are numerous and varied. Otter Creek, with its bold cliffs and pillar rock, Schooner Head, Great Head, and Newport Beach, the gorge between Newport Mountain and Mount Kebo, Duck Brook and Balance Rock, are all places of interest and well repay a visit. At Schooner Head one should not fail to visit the Spouting Horn, and Anemone Cave. The former is a wild rift in the rocks connecting with a cave under the cliff, through which the water, at high tide and in times of easterly storms, spouts up with a roaring noise that has given the place its name. Anemone Cave is sometimes called the Devil's Oven. There may be reasons for this name, but we prefer the former. The action of the sea has worn out a cave extending under the cliff a distance of sixty or seventy-five feet. At low tide this cave

is easily approached and entered. The rocks have a freshness of fracture as though they had been split out to-day. Rocky projections and elevations afford seats for a large company of visitors, above whom rises the vaulted roof, which is perfectly reflected below in pools of water of most wonderful transparency; and the floors of which are covered with sea anemones and sea lichens of surpassing beauty. We have often read of sylvan grottoes, but we have never seen anything of the kind more beautiful, or which afforded a more grateful retreat, after a tramp in a warm day, than Anemone Cave.

One of the most singular characteristics of Mount Desert is its bland yet bracing atmosphere. The breezes from the mountain and from the sea blend to a wonderful degree of softness, and give a singular exhilaration to the spirits. One can ramble and climb and yet experience but little fatigue, and enjoy a good appetite and refreshing sleep. The hotels and boarding-houses of Bar Harbor afford substantial accommodations and fare, while fashion and folly do not seem to have invaded the place.

We advise all who wish to find a cool and truly enjoyable summer resort to pay a visit to Bar Harbor and Mount Desert Island. We have been there, and we are glad of it.

COLLEGE NEWS.

Bowdoin College.—President Chamberlain was formally inaugurated July 9th. His address is highly commended. In closing, Gen. Chamberlain said the college needed the love of the alumni. It should deserve it, and if it does not, then let us overturn and overturn until it does. The college needs also to be understood. It is not a sectarian, but a Christian college. It is not a place to make ministers especially, but *men* fit for all the ministries of life. It is not a place for the rich man's son to be put through, but where all, rich and poor, may find welcome and be trained to achieve man's best estate. Let us, then, take into account all the wants and wishes and ideas of the times, and gather into her bosom as many human interests as possible, that the college may bring out the truest culture and train men to the highest manhood.

The commencement exercises were highly interesting. The degree of D. D. was conferred upon Rev. Chas. F. Allen, President of the State Agricultural College at Orono; and that of A. M. on J. S. Barrell, of Lewiston, and A. J. Blethen, of Farmington.

The following scholarships were accepted: Rev. Wm. T. Savage, of Franklin, N. H., $1,000, to be called the Mary L. Savage Memorial Scholarship; Miss Mary Cleaves, of Hallowell, $3,000; John C. Dodge, of Boston, $1,000; Marshall Cram, of Brunswick, $1,000, to be called the Cram Memorial Scholarship in memory of his son, Nelson Perley Cram, Class of 1861; Mrs. Maria M. Sewall, of Kennebunk, $1,000, to be known as the Sewall Scholarship in memory of her late husband, William B. Sewall, Esq.

J. J. Abbott, of Yarmouth; W. A. Goodwin, of Portland; Galen Allen, of Bath; A. P. Stone, of Portland; Jos. L. Morse, of Readfield; Prof. Paine, of

Bangor, were invited to act as visiting committee for the ensuing year in connection with the committee of boards.

Elections—James B. Taylor, Provisional Professor of Elocution for one year; Henry L. Chapman, Professor of Latin for three years; George L. Vose, Professor of Civil Engineering and Instructor in Geology for three years; Charles G. Rockwood, jr., Professor of Mathematics; Cyrus F. Brackett, Professor of Chemistry and Physics; E. W. Jenks, of Detroit, Michigan, Professor of Obstetrics and Diseases of Women and Children in Maine Medical School. A chair of physiology was established, and Dr. Robert Amory was appointed lecturer. Charles H. Moore was elected tutor in Latin for one year.

Colby University.—This institution held its commencement the fourth week in July. President Champlin has resigned his position. He has been connected with the college thirty-one years, sixteen as professor, and fifteen as President. The pecuniary basis of the institution is good, the invested cash funds being more than $200,000; and the buildings are in good condition.

The trustees granted Mr. Edward W. Hale, professor of modern langauges, a leave of absence until May 1st, 1873, to enable him to visit Europe, to perfect himself in the study of the French and German languages, his salary to be continued.

The degree of LL. D. was conferred upon Mr. J. H. Hanson, of the Waterville Classical Institute.

Maine Graduates.—Among the graduates of Harvard College this year are Allen Walton Gould, Skowhegan; Frank Haller Sawyer, Biddeford; Edward Stevens Sheldon, Waterville; Henry St. John Smith, Cecil Barnes, Arthur S. Bird, and James P. Richardson, Portland.

From the Divinity School, Abraham W. Jackson, A. B., of Turner, Bachelor of Theology.

Bachelors of Law, John Edward Avery, of Whitefield; Orville Dewey Baker, of Augusta; Winfield Scott Choate, of Augusta; John Rogers Mason, Melville Moore Weston, and Charles Fuller Woodward, of Bangor.

Doctors of Dentistry, James William Curtis, Brunswick, and Benjamin Henry Torrents, of Bangor.

Among the graduates of Dartmouth College are William E. Hogan, Bath; Stephen A. Jones, China; Everett Totman, Fairfield; and George F. Stackpole, of Lebanon.

The degree of B. A. was conferred on A. F. Elder, of East Limington, and Marcus A. Meads, of South Limington.

The degree of D. D. was conferred on Rev. Thomas Adams, of Winslow.

From Andover Theological School were graduated Samuel Howard Dana, of Portland, and Charles F. Dole, of Norridgewock.

Georgetown College conferred the degree of A. B. on Albert W. Madigan, of Maine.

Among the medical graduates at Long Island College, was Eli A. Chase, of Maine.

THE MEETING OF THE NATIONAL TEACHERS' ASSOCIATION AT BOSTON.

In our June number we published a detailed programme of the exercises of the meetings to be held in Boston next month. We have received the following additional particulars:

The meetings will be held in the halls of the girls' high school, on West Newton street. The opening exercises will take place on Tuesday, Aug. 6th, at 10 A. M, when it is expected that addresses of welcome will be made by the governor of the commonwealth, the mayor of the city, and by the Rev. Dr. Waterston, as chairman of a committee appointed for the purpose by the school board of Boston.

RAILROAD ARRANGEMENTS FOR NEW ENGLAND.

Members of the Association can obtain free return tickets over any of the following railways, by which they go to the meeting and pay full fare:

Grand Trunk; Northern, N. H.; Housatonic; Stonington & Providence; Providence, Warren & Bristol; Bangor & Piscataquis; Vermont & Massachusetts; Portland & Ogdensburg; Portland & Rochester; Providence & Worcester; Worcester & Nashua; Boston, Barre & Gardner; New Haven, Middletown & Willimantic; Knox & Lincoln; Maine Central; Cheshire; Ashuelot; Connecticut Western; Boston, Concord & Montreal & White Mountains; Concord & Claremont & Contoocook river. In the general circular, it is stated that the Boston and Albany railroad will return free; but no road leading out of Boston makes any reduction in fares.

Tickets from New York to Boston and return, may be bought of the Providence & New York Steamship Company, Pier 27 North River, N. Y., for $6.50,—good, August 5–20, inclusive.

The *return tickets* will be issued by Daniel W. Jones, of Boston Highlands, who will be in constant attendance at the meeting for this purpose.

HOTEL ACCOMMODATIONS.

Ten hotels having generously reduced their prices, members of the association presenting certificates of membership at the time of the settlement of bills, will be entertained at the following rates:

American, Hanover Street, $3.50; St. James, Newton street, $3.00; United States, Beach street, $3.00; Marlboro', Washington street, Creighton and Clarendon, Tremont Street, $2.50; Warwick, Washington Street, $2.00; Everett, do. $1.75; Maverick, East Boston, $1.50; Norfolk, Highlands, $3.00. These are all good hotels, several being among the very best in the city. The St. James, considering its nearness to the place of meeting, and its extensive accommodations, will probably be the head-quarters of the officers.

James W. Webster, Esq., of Boston, will be in attendance at the girls' high school, on Newton street, on Monday, the 5th of Aug., and subsequently, during the time of the meeting, to give information respecting the hotels.

For programmes, address Daniel W. Jones, Boston Highlands.

AMERICAN INSTITUTE OF INSTRUCTION.

THE forty-third annual meeting of the American Institute of Instruction, will be held in Lewiston, Maine, August 13th, 14th, and 15th, in the hall of the grammar school building.

ORDER OF EXERCISES.

Tuesday, August 13th.—A stated meeting of the directors will be held at 4 ½ o'clock, P. M.

The institute will be organized at 7.45 o'clock, P. M.

The usual opening exercises will be followed by the transaction of business.

At 8.15 o'clock, an address by Hon James G. Blaine, of Augusta, Speaker of the U. S. House of Representatives.

Wednesday, August 14th.—At 9 o'clock, a paper by Walter Smith, State Director of Art Education in Massachusetts, on "Drawing in Graded Public Schools,—What to teach, and How to teach it."

Discussion.

At 11 o'clock, a paper by J. Baxter Upham, M. D., Chairman of Committee on Music of the Boston School Board, on "Vocal Music as a Branch of Instruction in our Common Schools."

Discussion.

At 2 o'clock, a lecture by Rev. Dr. C. A. Bartol, of Boston, "The Idea of Industrial Education."

The remainder of the session will be devoted to a discussion of this subject.

At 8 o'clock, a lecture by Hon. J. W. Patterson, of New Hampshire, U. S. Senator, "Influence of Education upon Labor."

Thursday, August 15th.—At 9 o'clock, a lecture by Nathaniel T. Allen, of West Newton, Mass., "The System of Public Instruction in Prussia, as seen by a Massachusetts Practical Teacher."

Discussion.

At 10.30 o'clock, a paper by E. C. Pickering, Professor in the Institute of Technology, Boston, on "The Laboratory Method of Teaching Physics."

Discussion.

At 2 o'clock, a lecture by Hon. E. E. White, Columbus, Ohio, "The Criterion of Education."

At 3 o'clock, discussion. Subject to be determined by the Association.

At 8 o'clock, brief addresses by prominent educators.

ABNER J. PHIPPS, *President*,
West Medford, Mass.

D. W. JONES, *Secretary*,
Boston, Mass.

RAILROADS.

Members of the institute can receive free return tickets over any of the following railways, by which they go to Lewiston and pay full fare:

Boston, Clinton & Fitchburg; Connecticut Western; Knox & Lincoln; New Haven, Middletown & Willimantic; Boston, Barre & Gardner; Worcester & Nashua; Portland & Rochester; Portland & Ogdensburg; Vermont & Massachusetts; Bangor & Piscataquis; Providence, Warren & Bristol; Maine Central; Stonington & Providence; Housatonic; Northern, N. H.; Grand Trunk; Boston, Concord & Montreal.

Round trip tickets from New York to Boston, can be bought of the Providence and New York Steamship Company, at Pier 27 North River, N. Y., for $6.50. Good, August 5–20, inclusive.

By taking a "Maine Central" car at the Eastern railroad station, Boston, at 8.30 A. M., you will arrive in Lewiston at 2.50, without change of cars,—*take the car that goes via Danville Junction.* On any other train you will be obliged to change cars at the Maine Central depot, in Portland,—the first depot reached in that city. Persons leaving Boston at 12.30 P. M., will reach Lewiston, via Brunswick, at 7.30 P. M. Those leaving at 3.15 P. M., will reach Lewiston, via Danville Junction, at 10 P. M. Through tickets from Boston to Lewiston, by rail, $3.40.

Tickets from Boston to Lewiston, by steamboat to Portland, Grand Trunk R. R. to Danville Junction, and Maine Central R. R. to Lewiston, $2.20. The boats leave India wharf, daily, at 7 o'clock, P. M.

HOTELS.

The DeWitt, the American, and the Elm Houses will board members of the institute for $1.25 to $2.00 per day.

QUESTIONS FOR EXAMINATION IN ARITHMETIC.

1st. A and B paid ten thousand dollars for land at fifty dollars per acre. A having the larger share, the difference in the number of acres which A has, and the number which B has, is thirty. What was A's share of the purchase-money.

2d. Five-sevenths of an article cost two and three-fifths dollars. What would two-thirds of it cost at the same rate?

3d. At three and one-half dollars per bushel for chestnuts, what decimal part of a bushel can you buy for two dollars and sixty cents.

4. A note for five dollars was given April 1, 1864; what would be due June 7, 1866, at six per cent interest?

5th. By proportion. If four yards of cloth cost twelve dollars when wool costs ninety cents per pound, and labor is worth two dollars per day of ten hours each, how many yards of the same quality of cloth should I purchase for twenty-five dollars, when wool brings only sixty-five cents per pound, and labor can be had for one dollar and seventy-five cents per day of eight hours each?

6th. How many feet square is that yard which requires 4,489 bricks twelve inches square to pave it?

7th. What would be one side of a cubic pile having the same contents as

one having the three dimensions, forty-eight, seventy-two, and one hundred and sixty?

8th. What would a person's wages amount to at one dime for the first day, two for the second, four for the third, and so on for sixteen days?

9th. What sum of money must be invested to pay a perpetual annuity of one thousand dollars at five per cent?

10th. A cistern can be filled by two three-inch pipes in twenty-four hours; how long would it take three two-inch pipes to empty it, no allowance being made for friction?

11th. An oblong stack, having its shortest diameter fourteen feet, is worth one hundred dollars; what is the value of a similar stack, the shortest diameter being twenty-one feet?

EXAMINATION AND GRADUATING EXERCISES OF THE STATE NORMAL SCHOOL AT FARMINGTON.

The Western State Normal School closed another year of successful work the last week in June. The number of visitors present was quite large, including His Excellency Gov. Perham, Supt. Johnson, several members of the Governor's Council, Dr. N. T. True, and others.

Thursday was devoted to the examination of classes "B, C, and D," all of which exercises showed a marked degree of proficiency, hard study, and thoroughness of understanding. Friday forenoon was occupied in the examination of the "A," or graduating class, numbering fourteen ladies and eleven gents. This class received a high compliment from Gov. Perham for their excellence in the examination which they underwent. In the afternoon, the graduation exercises of "A" class occurred at the Old South Church. The house was filled to overflowing. Music was furnished by Ballard's orchestra, of Lewiston. The following is the programme:

VOCAL MUSIC.

Prayer.

VOCAL MUSIC.

Salutatory.....Clinton A. Woodbury, Sweden.
Light from the East.....Carrie A. Cargill, Augusta.
Means for Better Work.....J. Frank Stevens, West Gardiner.

MUSIC.

Class Chronicles.....Lizzie A. Rogers, Richmond.
Relation between Teacher and Pupil.....Thomas Varney, Windham.
Pure Gold.....Georgie F. Howe, Greene.

MUSIC.

Class Prophecies.....Lewis F. Worthley, Farmington.

MUSIC.

Rewards of Labor.....Mariana Bailey, Farmington.
Puritan and Pilgrim.....Fred E. C. Robbins, Winthrop.

MUSIC.

Valedictory.....Clara A. Fobes, Paris.

MUSIC.

The following are the members of the graduating class:

Mariana Bailey, Angie L. Boothby, Carrie A. Cargill, Celia E. Clement, Clara A. Fobes, Eliza F. Getchell, Aldana C. Hatch, Augusta A. Holley, Georgie F. Howe, Lowie A. Leland, Lizzie H. Norton, Sarah B. Pierpont, Lizzie C. True, William E. Gorham, Charles A. Harrington, William H. Newell, Herbert O. Patten, Fred. E. C. Robbins, Herbert E. Stetson, J. Frank Stevens, Lewis A. Thomas, Thomas Varney, Clinton A. Woodbury, Lewis F. Worthley, Lizzie A. Rogers.

The different pieces were well written and well read. Appropriate remarks were made by Gov. Perham, who conferred the diplomas, also by Prof. Rounds, the Principal. In the evening a large company gathered in Normal Hall, the occasion being the re-union of the old graduates and their friends. A concert was given by Ballard's orchestra Thursday evening, under the direction of "A" class, at the Old South Church. Although not a large audience was present, those who were had the benefit of a first-class entertainment.

EDUCATIONAL INTELLIGENCE.

MAINE.

Rev. Wm. T. Savage, of Franklin, N. H., has endowed the "Mary L. Savage Memorial Scholarship" in Bowdoin College, by the gift of $1,000, in memory of his wife.

The whole number of students who have entered Bowdoin already is 37. Rejected, 8. There will be as many more at the examination in August.

Mr. George M. Seiders, a graduate of Bowdoin this year, has been engaged to teach the Greeley Institute at Cumberland Centre.

Among the former residents of Bridgton, who are visiting their old homes, are Charles E. Hilton, Esq., and wife, of Washington, D. C. Mr. Hilton, as is well known, was formerly for several years a popular Principal of the Bridgton Academy, Mrs. Hilton being also teacher of music and French. Mr. Hilton, for the past two years, has been Principal of Wallach School, the highest grade in Washington.

Charles E. Hyde, a member of the third class in the Bath High School has made a steam-engine, with force-pump and all the necessary parts combined, and has presented it to the school laboratory.

C. H. Goldthwaite, of Swampscott, has been engaged to teach the High School at Castine, Maine.

The town of Searsport has recently erected two handsome brick school-houses, costing about $21,000.

Waterville Classical Institute.—This school, under the care of J. H. Hanson, Esq., closed a successful year July 3d. An effort will be made to endow the school.

The Kennebec *Journal* says that the friends of Oak Grove Seminary in Vassalboro' are raising a fund of $5,000, a portion of which is to be used for immediate repairs on the Seminary building, but the principal part to be devoted to the erection of a substantial and commodious building in which young ladies may board themselves, enabling them to secure an education at a merely nominal cost. Charles M. Bailey, of Winthrop, heads the list with the generous pledge of $1000. Alden Sampson and Hon. James G. Blaine are each down for $100, and liberal contributions come from lady members of the Society of Friends, both in and out of the State.

The centennial anniversary of the town of Buxton, Me., will be celebrated on the 14th of August. Hon. Mark H. Dunnell, of Minnesota, will deliver the oration, and Mr. Cyrus Woodman, of Cambridge, the historical address.

Mr. Mayberry, recently Supervisor for York County, is teaching in Hiram.

MISCELLANEOUS.

Miss Julia E. Ward, of Lowell, now traveling in Europe, has been appointed Principal of the Mt. Holyoke Female Seminary at South Hadley.

The new freshman class at Yale College already numbers 150.

No women have applied for admission to Amherst College this year.

Miss Anna C. Brackett, of the St. Louis Normal School, receives a salary of $2,800, which is said to be the highest amount paid to any female teacher in the United States.

Every person arrested, convicted, and sent to the penitentiary in the United States costs, on an average, $1,200,—while every boy educated at the expense of the State costs only about $400.

The Connecticut Legislature has taken up the question of compulsory education. It is said that 16,000 children in that State, between the ages of four and sixteen, do not attend school at all, and the advocates of the new law think it is a state of things which should be remedied.

Dr. Potter, President of Union College, is the youngest college president in America.

The Massachusetts Legislature has made an appropriation of $75,000 for establishing a fifth normal school.

Prof. James Stevenson and party, of the United States geological corps, engaged in the exploration of the head waters of the Columbia river, have arrived at Fort Hall, Idaho, and are soon to venture quite beyond the reach of civilization, into a country almost totally unknown.

The Prussian Minister of Public Education has issued orders prohibiting members of monastic orders and kindred ecclesiastical institutions from acting as teachers in the public schools.

There will be about twenty young men connected with Bates Theological School next year.

WHAT TO TEACH.—Rev. Charles Brooks, father of the State Normal Schools in America, was asked by a teacher this question:

"What shall I teach my pupils?"

He answered—"Teach them very thoroughly these five things:

"1. To live religiously.

"2. To think comprehensively.

"3. To reckon mathematically.

"4. To converse fluently; and

"5. To write grammatically.

"If you successfully teach them these five things, you will nobly have done your duty to your pupils, to their parents, to your country, and to yourself."

"Amen!" said the preceptor

A BOSTON CUSTOM.—President McCosh of Princeton College, having been asked at the Vermont University dinner, the other day, how he managed to obtain so much money for Princeton, replied that it had all come spontaneously; he had never asked for a dollar, and did not wish when he died that the text should be, "And it came to pass that the beggar died and was buried." He said that now-a-days no one who was worth a hundred thousand dollars would dare hold up his head in society unless he devoted a portion of it to educational purposes, and he was proud to say that this custom had originated in Boston.

Will some one please introduce the Boston custom into Maine?

A NOVEL IDEA.—B. F. Sturtevant, of Jamaica Plain, has contributed $12,000 toward the erection of a new edifice on the grounds of the Baptist Theological Institution at Newton Centre, for the special benefit of married students, twelve of this class to be accommodated with suites of rooms,—three for each family. This is almost a new departure, for though married men have always been received at the institution, no such ample provision has ever before been made for this class of students.

The new building for Phillips Academy, Exeter, N. H., a substantial and elegant structure of brick, was dedicated last month. Rev. Dr. Peabody was the orator.

Mr. L. S. Richards will return to Monmouth and take charge of the academy this fall. He is a graduate of Bowdoin and has had charge of this institution before with good success.

Dr. N. T. True, of Bethel, has been appointed professor of natural science in the normal and training schools in Oswego, N. Y.

All the prizes at the recent commencement of the Chicago High School were taken by the girls.

New Hampshire appropriated $6.43 per scholar for the support of public schools last year.

The trustees of the New Hampshire State Normal School have voted to bring its expenses down to its income, by dispensing with the office of Associate Principal, now held by Mr. Amos Hadley, at a salary of $1,300.

BOOK TABLE.

HENKLES' TEST SPELLING BOOK. Cincinnati and New York: Wilson, Hinkle & Co.

The author of this book has had good experience in the school-room, and was recently State Commissioner of common schools of Ohio. The book is designed for advanced classes. The words are arranged and numbered for uniform lessons; homophonous words and many proper names are introduced, and dictation exercises are given.

THE SCHOOL AND THE ARMY IN GERMANY AND FRANCE; with a Diary of Siege Life at Versailles. By Gen. W. B. Hazen, U. S. A. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

Brevet General Hazen visited the scene of operations in the late Prussian and French wars as a privileged visitor, and his opportunities for observation were therefore good. He has told us what he saw, and not what he heard of. In the second part of the book he has sketched the French and the German schools, military and civil, and discussed the relation between the education of the two peoples and their success in the war. It is an instructive book.

THE CHILD. Its Nature and Relations. An Elucidation of Frœbel's Principles of Education. By Matilda H. Kriege. New York: E. Steiger.

The publication of this book is timely, and will serve to give a better idea of Frœbel's system of child development than has before been within the reach of the English reader. It opens up to us very plainly the principles of the Kindergarten system. The following are the contents of the book: 1. The New Education. 2. The Child's Being. Its Relation to Nature, Man, and God. 3. The Child's Manifestations. 4. The Child's Education. 5. The Child's Education (Continued). 6. Frœbel's "Mother Cosseting Songs." 7. Frœbel's "Mother Cosseting Songs" (Continued.) 8. Fundamental Forms. 9. Reading. The price is moderate, only $1.00.

ARITHMETICAL PROBLEMS; Arranged for Drill and Review in Primary, Grammar, and High Schools. By E. Wentworth, Principal of North School, Portland. New York: Harper & Brothers. Portland: D. Wentworth.

This little manual of 108 pages is designed for independent practice and drill in arithmetic in schools of all grades. It is made up entirely of examples, "without answers, rules, tables, or suggestions," and the elementary work is so arranged that the different members of a class can all have the same example, or different ones illustrating the same principle. It is designed to give a thorough test of the pupil's ability, and is well adapted for that end.

MCGUFFEY'S NEW JUVENILE SPEAKER. Cincinnati and New York: Wilson, Hinkle & Co.

This little volume has some peculiarities that give a claim upon the attention of the teacher. The selections are good and varied, short, and adapted to either reading or speaking. Definitions and explanatory notes are given, and there are several chorusses to be spoken, read, or sung in concert. It fills a place hitherto unoccupied.

THE GOLDEN LION OF GRANDPERE. By Anthony Trollope. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The scene of this well-written tale is laid among the Vosges Mountains in Lorraine, and the incidents are interesting and instructive. The work is fully illustrated.

ELEMENTARY DRAWING BOOK. By John G. Chapman. New York: A. S. Barnes & Co.

This book of less than ninety pages, in quarto form, is designed as a progressive course of practical exercises for schools and home instruction. Its illustrations are full, and the directions for pupil and teacher are practical and specific.

MARTINDALE'S FIRST LESSONS IN NATURAL PHILOSOPHY. Philadelphia: Eldredge & Brothers.

The author of this little work is a practical teacher, and he has sketched the elementary principles of natural philosophy in a manner that will be very easily comprehended by children and youth. For those who cannot reach the higher grade of schools, it will be a very serviceable book.

MAINE REGISTER.—Messrs. Hoyt, Fogg & Breed, of Portland, have issued the Maine State Year Book and Legislative Manual for 1872–3. This edition is prepared pursuant to orders of the Legislature, by E. S. Hoyt, whose labors upon former editions are so well known and appreciated. A table of its contents would occupy a page of our JOURNAL. In addition to a vast amount of information and statistics relating to the United States, it has everything in regard to our own State, that the business or professional man, or the family can desire. The list of town and city officers contains those elected for the year 1872–3, which was not the case with the winter edition, published before the spring elections. The map of Maine is the best one published; and the book is worth five times its cost.

THE HERALD OF HEALTH for August contains four very remarkable articles, one on "The Physical Education of Children;" one on "The Uses of Adversity;" one on the "Girls Studying Medicine;" and one on "Farm Life." Either of these articles is worth the full price of the magazine.

SCRIBNER for August has three good illustrated articles. Yachts and Yachting; The Canoe, how to build and how to manage it; and the Graphic Art.

The second number of the SCIENCE OF HEALTH, published by S. R. Wells, New York, fully sustains the reputation of the first number, which was very good.

A Switchback Excursion, Travels in the Air, both illustrated, and Eccentric Englishmen, are among the good articles for LIPPINCOTT for this month.

THE NATIONAL SUNDAY SCHOOL TEACHER for August is at hand. This journal is an invaluable aid to the Sunday-school teacher in getting the most out of the weekly lesson.

OLD AND NEW for July is a rich educational number. Under this department it has articles on the once famous Round Hill School, conducted by Gov. Bancroft and J. G. Coggswell, at Northampton, Mass.; Government Examinations for Women in France; Nature and Uses of Visible Speech; Co-education of the Sexes; Theological Examinations; The Harvard Course; The Parker Institute; The Adams Academy; Yale College; State Drawing Classes; and a Directory to Colleges in the United States, occupying 24 closely printed pages.

Our readers who are interested in the presidential campaign will be glad to learn from a *Welch* paper in Pennsylvania that: "Bip ginly ll Greeley miffin drmpl tamppl nypunt scrilgg go Prllntyl ot gmshz drullzmt begply in writt wemnlz dr gunnozlt."

THE AUGUST MEETINGS.—Further particulars of the meeting in Boston, and a full programme of the Lewiston meeting will be found in our pages this month. Let no one stay away from these meetings. We hope to publish an account of both in our September number.

SCIENCE PRIMERS.—Under this head D. Appleton & Co. are issuing a series of small treatises in cloth binding, for the purpose of bringing the elements of the sciences within the reach of pupils of an early age. They are well illustrated, and present facts and experiments that will be useful to the young. The titles of the two before us are: Chemistry, by H. E. Roscoe, and Physics, by Prof. Balfour Stewart.

Messrs. Holt & Williams, 25 Bond St., New York, have issued quite a thick volume of specimen pages of twelve German school-books published by them. They publish some of the best German text-books in use.

Messrs. Wilson, Hinkle & Co., Cincinnati, publish a neat little Eclectic Primary Copy Book, for the use of children during the second year of their school life. It is very convenient and handsome.

Mr. J. L Hammett, 37 Brattle Street, Boston, has issued a very full *Illustrated* Catalogue of School Merchandise, well worthy the attention of teachers and all school officers.

A. D. Small, Superintendent of Schools in Newport, R. I., will accept our thanks for a copy of his Annual Report.

We very gladly welcome the appearance of the first number of the SOUTHERN EDUCATIONAL MONTHLY, edited and published by J. C. M. Merillot, Baltimore.

WOOD'S HOUSEHOLD MAGAZINE for July has articles from Gail Hamilton, Horace Greeley, James Parton, Miss Spofford, and others.

THE YOUTH'S COMPANION, published by Perry, Mason & Co., Boston, has issued a supplement, which gives tempting offers for new subscribers.

We are indebted to Superintendent A. P. Marble, of Worcester, Mass., for a copy of the report of the schools of that city.

CATALOGUES.—We have at hand Catalogues of the Illinois Industrial University, J. M. Gregory, Regent; Western State Normal School, C. C. Rounds, Principal; State Normal School at Emporia, Kanzas, G. W. Hoss, President; The Abbott Family School at Farmington, A. J. Blethen, Principal; The Chickering Classical Institute, Cincinnati, Ohio, J. B. Chickering, Principal and Proprietor, and G. K. Bartholomew, Principal of Classical Department; Chester Square School for Young Ladies, Boston, Rev. George Gannett, Principal; Rhode Island State Normal School, J. C. Greenough, Principal.

THE LADY'S FRIEND for August is an especially interesting number for the holidays.

HARPER for August has illustrated articles on Mount Desert; Soda Water, what it is and how it is made; The Mountains; and On the Orontes.

PETERSON is full of good reading for August.

GODEY is bright and sparkling as ever.

DON'T BE POISONED with the sticky, filthy, dangerous Hair Preparations, but use NATURE'S HAIR RESTORATIVE, which is perfectly clean and transparent, and *entirely free from all dangerous drugs*. It will positively restore Gray Hair, prevents the Hair from falling off, will cause it to grow when prematurely lost, removes dandruff and keeps the head in a perfectly healthy condition. Try a bottle, and be satisfied that it is the greatest discovery of the age. PROCTER BROS., Gloucester, Sole Agents for Patentee. All the Druggists have a full supply. See advertisement.

THE THIEF who was arrested for robbing Parsons' store in this town, was found to have a quanity of AYER'S HAIR VIGOR in his possession. When asked why he wished to steal that article, he answered that he "wanted to restore his hair, for it was hard to be a thief and bald too." If that invention of the great chemist could restore a faded character as effectually as it does their natural beauty to bald and grey heads, it would surely be, as they say it now is, truly invaluable.—*Lewiston (Me.) Journal.*

TEACHERS' BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

GENTLEMEN.

No. 1. A graduate of Bowdoin College desires a situation to teach during the Spring or for a year. Has had experience as principal of Academies and public schools.

No. 2. Graduate of Nichols Latin School and Maine State Seminary. Had experience in Common, Grammar, High School, and as principal of Academy. Desires a situation as associate principal or assistant in a first-class Seminary or High School. Salary, $1,000 upward.

No. 3. Is a graduate of a High School and Normal School; has had several years' very successful experience as teacher in one of the best High Schools in the State. Salary $600.

No. 4. A student of a New England College wishes a chance to teach for one year in a High School or Academy. Has taught four terms.

LADIES.

No. 1. Has had nine years' experience in public schools; the last four in one Grammar School. Desires a Grammar School or situation as assistant in High School. Can teach French, Latin, and Higher English.

No. 2. WANTED.—Situation as teacher in a mixed school during the coming Fall. Can engage after Aug. 14. Has had experience in public schools.

No. 3. Holds four diplomas from Normal Schools. Can teach Latin, Greek, French, German, Italian, Mathematics, and Natural Sciences. Understands object lessons. Has had experience as Principal of High School, also as Principal of Graded School. Can give best of reference. Has no objection to go South or West. Would be willing to assist in editing an educational journal.

SCHOOLS WANTING TEACHERS.

No. 3. A Lady Assistant in a High School in Minnesota. Must be able to teach vocal music successfully.

THE MAINE

JOURNAL OF EDUCATION.

E. WOODBURY, Editor for September.

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OUR PREPARATION FOR OUR WORK.

THIS number of the JOURNAL will reach its readers when the most of those who make teaching a profession have just buckled on the armor for another year's work. It will also reach many who teach only occasionally, but who are now engaged in the fall schools in the State. With these teachers, a few words on how we are to prepare for our work may not be amiss.

It is safe to say that all of us wish to succeed, and that the majority are willing to work hard to that end. As we stand on the threshold of a new year's work, we mean to profit in the future by the mistakes of the past, to get out of any ruts which we may have worn; in short, to do true teaching, and not mere routine work. Those who have been teaching many years know how easy it is, while cherishing the best intentions, gradually to slip back into the routine ways we have trodden many times before. Eternal vigilance has to be our motto, if we would approach even our ideal of the teacher's work.

There is danger that the teacher may think he is completed, when he is graduated from some school into a school as its head. Many seem to think that they have, duly ticketed and laid away, all they

will ever need; that all that they have to do is to produce the package from pigeon-hole A, and to select paper B, to have before them just what is needed for the actual present, which, contrary to all rule, stares them in the face. The subjects to be taught may be familiar to this teacher, but as he does not grasp his work in its fullness, does not see that the text-book part of the work is but a small part, he is almost certain to become, at once, a self-satisfied routinist. The community should judge us as it does those of any other profession, by our success. Who selects his physician or lawyer because he is a graduate of a certain school? Who would retain either after learning that his child, or his case in court, was treated, not as a special case, but in accordance with a cast-iron custom? This lawyer succeeds because he makes a special study of each case, that one fails beause he does not. We choose this physician rather than that, because he knows all about us, our antecedents, and surroundings. Is not the teacher about the only finished man in the community? The most of us, though, know that we shall graduate only when we cease to be, that we are always at school. A student can no more be graduated from a training-school a full-fledged teacher, than a child can be born into this world an angel; ordinarily there is a pretty rough road before each. In all the professions, and in the teacher's as much as in any of the others, the special case needs to be carefully studied. It is an easy way, to be sure, out of our difficulty, to treat the children as so many kernels of corn to be ground, and to proceed to pass them through one and the same mill; but the children have sworn rights which we are bound to respect. It may be that the question, "Are your schools for the children, or your children for the schools?" resulted from an earnest seeking for the light.

One kind of preparation which is needed is, that those who teach make that, for the time, their sole business. With very many it is a mere episode, as in the case of the young man who taught a large school and read law at the same time, doing a full day's work in the latter, whatever he did in the former. It is not meant that the teacher should be thinking of professional work all the time, or that he should never read anything which does bear directly on that work, but he must be a rare man who can do the highest work professionally, and as much of it as is laid on our teachers, and find time for very much work in other lines during term time.

A literary preparation is also needed for each day's work. We do not mean that the teacher should go over, in full, all he is to say or do; that he is to prepare every question he is to ask, and, as some do, the answer that must come to the question, for this would result in just the cut and dried work we reprobate. A good preparation for work requires the teacher to go over the subject carefully, in order to freshen his memory, and to fix clearly in his mind the points in the lesson which are of prime importance, those about which all else centres, and also the recollection of some method of presenting them, to be followed as far as practicable, or the marshalling of many methods, of which the one best fitted for the exigencies of the case is to be chosen at the time of recitation. There should always be something definite to be accomplished by each day's work. If it is an advanced class which will go over considerable ground in the recitation, a topical outline on a small piece of paper is, perhaps, the best help a teacher can have. This he can prepare when looking or thinking the lesson over the night or morning previous. These should be as brief as possible, that the teacher may not be "confined to his notes." This kind of preparation is very common, and perhaps the necessity for it is generally acknowledged. This year let us not be weary in the well doing of it.

There is another preparation for our work which is less generally acknowledged than those which have been mentioned. We do not know enough of our pupils as boys and girls, as individuals. We are too apt to think of fifty pupils as fifty times one, and that one ourself perhaps, or some one to whom we have been of great use as a teacher. The worst of it is that our eyes are often so closed that we do not, even after a long experience, discover that the problem is one in addition and not one in multiplication. (Wonder if this is because we know the multiplication so much better than the addition table.) The tendency of close grading is to confirm us in this mistaken notion. Much of the teacher's real success will depend on how he meets and grapples with the difficult question here presented. The teacher should be a close student of human nature as it appears in the specimens before him. Two children will never be found who need the same treatment, till two are found who are alike in being and surroundings. A field opens here before the teacher as large as he can cultivate, and work as hard as he can do,

but work the doing of which will bring a great reward. To do machine work, and yet not to do it, is the problem which is set many of us. An old-fashioned, mixed, country school is not an unmixed evil, and to give the closely graded school what of good there is in the former is giving the pupil's individuality a chance to assert itself, and demands close thought and hard work. The difficulty of the problem should stimulate us to the solving of it. Here the last is first in importance. Preparation for our school work that we may aid in the forming of the pupil's character is of more worth than preparation for the more distinctively school work, as the end is higher than the means.

The community demand, or should demand of us, that we do our work with singleness of purpose; that we come to it fresh, knowing what we are to do, able to make every blow tell, to make points and to make them stick, and that as far as possible we recognize and adapt ourselves to the difference we find in our pupils, whether those differences be due to birth or education. "In Boston," said one of her teachers, "we attempt but one thing at a time. It was music, it is drawing, and next year it will be drawing." Preparations of the kind first-named should be made at once, and once for all.

A literary preparation was named, but as a reminder, this year let us do what we can for our pupils as individuals, thus approaching, it may be, nearer our ideal of what our work should be. R. W.

ENGLISH IN SCHOOL.

Not long ago I visited a gentleman with whom I am somewhat acquainted, though I have never learned to know him thoroughly, a professor of English in an institution of learning not a thousand miles away, and found him busily engaged in examining a large number of candidates for admission to his school. I have always felt an interest in the subject of English instruction, and have my own notions in regard to its dignity and importance as a branch of school and college learning, and I was, therefore, curious to know whether the professor's opinions tallied with my own, and what had been the result of his experience with the large number of young men whom he had had the opportunity to examine. In reply to a

question on this latter point, he answered: "Sir, it is lamentable. I am sometimes puzzled to know what boys in school do nowadays. The few who go to college, we know, study Latin and Greek after a certain fashion, and must, in order to obtain admission, give evidence that they have been over,—of their real knowledge it might not be well, perhaps, to inquire too curiously,—a certain number of books in those languages. But what are the rest of the boys about? Of one thing I am sure,—they do *not* learn to use their mother-tongue correctly. Look at these papers." And he passed me a handful of examination papers, which, though the work of young men of sixteen to eighteen, seemed to be the productions of ill-trained boys of twelve. The writing, spelling, punctuation, and expression were all equally bad. "I do not mean," continued the professor, "that they are all quite as bad as those. I have shown you the worst half. But I do mean that it is the rarest thing to find evidence in these papers of thought, of reading, or of real mental growth, such as you ought reasonably to expect in a young man of seventeen, the graduate of a high school. And yet I know they come from schools where the teachers are diligent, and the scholars not altogether idle. There can, it seems to me, be but one explanation of the astonishing fact, that school life seems to pass over these boys and make next to no impression as regards improving their taste, gives them next to no real knowledge of English literature, and fails to make them in any degree masters of their mother-tongue. That explanation is, that the *methods of teaching* are bad."

"Why," said I, "they study English grammar, don't they?"

"Yes," he answered, gravely; "but on the present system it is not begun early enough, nor presented with sufficient thoroughness. If we were thoroughly consistent in our present method of teaching English, we should begin with the babies, and, instead of teaching them, as the first words they utter, to say papa, mamma, moo, and all the rest of the infantile vocabulary,—a foolish system, based upon that absurd doctrine which the learned Professor Max Muller so justly stigmatizes, you know, as the 'bow-wow theory,'—we should be thoroughly logical and philosophical, and teach them, as their very first utterances, to say *noun*, participle, preposition, objective, subjunctive, and the like. These words, it is true, would be found to be slightly more difficult for the vocal organs at that tender age; but

with our improved system of vocal gymnastics, we might confidently expect to overcome the difficulty; and think what a firm foundation we should be laying! Why, 'Greene's Analysis' might be begun with clever children in the primary school, and the whole philosophy of linguistics completed at the earliest possible moment. There is, to be sure, a certain appearance of putting the cart before the horse in this method, because a caviler might object that you cannot profitably analyze a thing till you possess it, and in all this philosophizing *about* language no provision seems to be made for acquiring the language itself; but then you know what treasure of pure English the children gather in the street, and what models of idiomatic style are set before them in the newspapers; so that seems to be provided for. And, on the other hand, the parents would be perfectly satisfied that their children were getting 'learning;' for the popular notion of learning is that it consists in hard words, and is something as far removed as possible from common sense."

I laughed, and had to acknowledge that there was some truth in that. "But," I said, "you surely would not go so far as to exclude the teaching of English grammar from our schools?"

"I would exclude the teaching of our present English grammars," said he. "If I could have my way, I would gather them all into one huge pile, and, making a bonfire of them, offer them as a sacrifice to the wronged genius of our noble mother-tongue. The original pattern on which they are all constructed was made before the science of comparative philology was known, and by a classical scholar who took for his model a Latin grammar as Latin grammar was then understood. And as the Latin language is radically different in its structure from the English, being a simple and an inflected, while the English is a composite and an uninflected language, the consequence has been that a parcel of absurd forms and unmeaning rules have been foisted into our English grammars which represent nothing real in the language. And, worse than this, as our schoolbook makers of the present day are sure to be innocent of any sound knowledge even of classical, much more of comparative philology, and are in Egyptian darkness in regard to the general structure of the Teutonic family of languages, to which the English belongs, the result is that the handiwork of our booksellers' compilers as it increases in bulk diminishes in value; and the superstition that it is

necessary to master the empty jargon and verbiage of those books is what kills the life out of English instruction in schools. All that they contain that is of the least value to children might be put into ten pages."

"I am curious to know," said I, "if you are going to take away one of the main pillars on which our public education rests, what you propose to substitute in its place?"

"I would substitute, for one thing," said he, "the real study of English. Grammar is metaphysics in disguise, though in the attempt to adapt the study to the youthful mind, our school grammars become what Professor De Morgan very justly said that most school arithmetics were,—ships of war with their guns thrown overboard. Grammar being properly the philosophical analysis of the structure of language, and language being the instrument and obedient servant of thought, grammar, properly studied, becomes the analysis of the mental operations, than which no study can be worse fitted for the youthful mind before its powers of abstraction and reflection are developed. What can be more preposterous than for children to attempt to master all the profound and subtile movements of a fully developed mind, as they display themselves in thought transformed into language,—movements which tax the abilities of the matured metaphysician to follow? We cover up all these real difficulties with a set of dry and empty rules and formulas, and then impose this abracadabra on the mere memories of children. What wonder they don't know their mother tongue! If you would know what the real difficulties of grammar are, read Burggraff's 'Crammaire Géneralé,' or the paper on the nature and analysis of the verb in the Rev. Mr. Garnett's 'Philological Essays,' or the discussion on the nature of the parts of speech in the new edition of Mr. James Mill's 'Analysis of the Human Mind,'—though I would not have you suppose that I agree to his philosophy,—and then see what sort of a study this makes for children, even with its guns thrown overboard."

"But what do you mean," I asked, "by the real study of English?"

"I will answer your question by another," said he. "How do your Cambridge College crews prepare themselves,—for I suppose you know,—for that great event, the college boat-race? Do they all put themselves in the anatomical class, and study minutely and microscopically the anatomy of the biceps and other muscles?"

"I never heard that they did," said I. "I think, as a general thing, they know very little of the anatomy of the biceps. I believe they put themselves into their boats and practice rowing every day."

"Exactly," said he, "and they thereby gain skill in the use of the oar, and strengthen their biceps, though they may know nothing of its anatomy. Do they not?"

"They certainly do."

"And of two crews, one of which had spent two-thirds of its practicing time in studying anatomy, while the other had spent the whole in rowing, which do you think would be most likely to win the race?"

"Clearly the latter," I answered.

"And do they sometimes even win the race without so much as knowing which the biceps is?"

"I think in the present state of college anatomical instruction, that may safely be predicated of prize crews."

"Well," said he, "then I think we may safely affirm that though, other things being equal, such knowledge would not hurt them, yet it is clearly superfluous and unnecessary, so far as regards winning the race. Now the instruction which I would give to children in their mother-tongue is of a precisely similar kind. I would have them learn it first by using it, and in no other way. I am finding no further fault with grammar, which is a very noble study, and should by all means be cherished in its proper place and time, than that it is utterly unsuited to be the chief instrument for the mental discipline of children, and, beyond the barest rudiments, should not be taught them at all.

"What should you think," he continued, "of the wisdom of those who, having in charge the bodily health of these children, should set them down day by day to a table spread with the bones of the meat, the chaff of the wheat, and the husks and rind of the fruit provided for them? Would not the youngsters present a somewhat thin and meagre bodily appearance? and would not their healthy, youthful appetites rebel against such a diet, and call for something a little more juicy and nutritious? What would seem preposterous treatment of their stomachs is our orthodox school method of treating their brains. Instead, for instance, of making them love and appreciate Shakespeare, we teach them to *parse* him,—a process which re-

sults in dime novels and other literature of that sort as their actual reading, though possibly some may attain the height of Mr. Tupper."

"You would, then, if I understand you," said I, "have the children learn English, even in school, by reading good authors, and by writing down their thoughts the best way they could, without regard to rules?"

"Yes," said he, "under the guidance of teachers who, having been taught to think and feel themselves, know how to make the children feel and think. How do you write yourself? Do you square your elbows and say, now I will illustrate my subject by a metaphor? or, now I will be sublime according to the rules of the much-to-be-discommended Mr. Quackenbos? Do you keep that vast abortion, Mr. Goold Brown's 'Grammar of English Grammars,' constantly by your side, and search painfully through his 1102 pages to see whether by chance you may not have violated one of his, say, 40,000 rules? I think you do no such thing. You know well enough that the two conditions of good writing are, first, clear thinking, and, second, the command of a copious vocabulary, gained through a loving familiarity with good authors. Now I would have that sort of training begin in the primary school, just as I would have the children's training in science begin there."

"Training in science begin in the primary school!" exclaimed I. "Is it not enough to begin rhetoric there? You surely would not bring in all those formidable ologies besides?"

"Indeed I would," said he. "Zoology, ornithology, entomology, ichthyology, paleontology, and all the rest of them. They contain the very objects the Creator has provided as the stimulants of childish curiosity, and,—what is not so often observed,—they are the main and proper subjects on which to begin the exercise of the child's faculty of language. Which would you prefer as a school composition, a boy's description of his last shooting excursion, or a girl's faint reminiscence of last Sunday's sermon on the virtuousness of virtue? Are you going to be taken in by pedantic Greek names? What is entomology but catching and examining bugs? And can't a baby catch a bug and wonder at its curious form and ways? And does not all science grow out of that very wonder? What is the youthful mind curious about,—at least till we deaden it with our preposterous schools,—but about these very marvels of creation

which we do our best to spoil for him with our learned jargon and our grammar rules? Why, every village school should be an Agassiz museum in miniature, and the children should be continually writing learned memoirs upon its contents,—learned to them, though not, perhaps, to the American Academy of Arts and Sciences."

"There is certainly something in what you say," said I, "and I suppose, as you would have natural history begun in the primary school, you would have physical and perhaps chemical science begun there too? for there seems to be no limit to the number of studies you would introduce into this brave primary school of yours."

"Indeed I would," said he, "and in one sense there is no limit, save the possible subjects of human knowledge. Children are even philosophers and metaphysicians in their own childish fashion, and ask questions sometimes which it puzzles their elders to answer. I would therefore include philosophy among my primary school studies. And surely the unspoiled minds of children are 'of imagination all compact,' and a first and foremost primary study should be poetry. Our schools ought to be represented by a series of concentric circles, which should have the primary school for a centre, and then the little human soul should take its first feeble steps in all directions out into the vast domains of knowledge, and no further in one direction than into every other. But do you think a diagram of concentric circles would represent our school course now, so long as a dead grammar and an equally dead arithmetic monopolize the lower classes, while the upper are crammed with a farrago of undigested misinformation?"

"I am afraid our diagram would turn out a much more irregular figure," I answered. "There is certainly a deal of mere cramming now in the upper schools on subjects which cannot be properly learned, because the foundation was not laid in the lower ones; and, on the other hand, a habit in the elementary schools of carrying the few subjects which make up the meagre course of study far beyond the real capacity of the children to understand them. But I anticipate one objection. How about providing philosophical apparatus for so many schools? Would not that prove altogether too expensive?"

"You mean the brass and mahogany gimcracks," said he. "They are nuisances in this stage of proceedings, for they lead the child to

think of science as something different from the real investigation of the quiet forces in the midst of which he lives. If the teacher knows her business, she will know how to use the school pump for apparatus and the pulleys in the window-sash, and will find lessons in the carpenter's shop and the grist-mill, and know how to teach chemical affinity with a tumbler and an old tin-pan and a pinch of chemicals from the apothecary's. Then the boys will whittle out apparatus with their jack-knives, instead of hacking the school-desks to pieces,—for Yankee boys must whittle,—and will set up their mill-wheels in the brook, and thus we shall get the raw material to make engineers of.

"The part," he continued, "which grammar plays in cutting the throat of real English instruction is played by arithmetic in cutting the throat of real scientific instruction. After children begin to cipher, why should they not have something to cipher about besides everlasting bushels of wheat and barrels of molasses? Because there is nothing else provided for them to study; we carry on their study of arithmetic much too far and to fast, and, loyal to all the absurdities of our educational philosophy, entangle their minds in the metaphysical abstractions of the theory of numbers before we have provided them with anything (except the molasses barrels) to employ these numbers upon. If arithmetical instruction were carried on slowly, and side by side with physical instruction, and as its instrument, the higher parts which are now learned by rote would come in at a point where they would be really understood. School instruction in arithmetic has been degenerating since the days of Warren Colburn. I declare to you, if I could have my way, I would throw our school arithmetics into the same bonfire with the school grammars. The sensible teacher does not need them, and to the child they are a mere darkening of knowledge. The school arithmetic should be no larger than the school grammar. Then why, I should like to know, is not the science of form begun with children as early as the science of numbers, except that nobody knows how to write on elementary geometry, and fill it with real practical illustrations? I grant that something has of late years been done for art by the introduction of music, and when I hear the sweet singing of our school children I am tempted to pardon all the shortcomings of our schools in consideration of its beautiful influence."

"You are a terrible Utopian," said I. "Why, I don't see but if you had your way, school would be actually a pleasant place, and children would be absolutely interested in learning."

"Perhaps that would prove the remedy for several evils," said he, "truancy, for instance, and tardiness, and the dire necessity for the continuance of that relic of barbarism, corporal punishment, and the indifference of parents. But I am sure that one result would be that children would learn two things they do not learn now, namely: How to think, and how to use their mother-tongue correctly."

And I left him, pondering much over his Utopian ideas, but, on the whole, rather agreeing with them.—*From Harper's Magazine, with permission.*

REVIEWS.

FACTS of science and important truths cannot be impressed instantaneously upon the minds of children. Repeti ion is necessary. Nothing but constant repetition can deepen impressions and make them lasting. The great secret of success in teaching is skillful repetition.

It is not enough to have a review day once a week. Every day should be a review day. Teachers may say that they have not time for this. I say take time. If you do not you will lose both time and labor. It may not be possible to review each day everything that the classes have been over, neither is it necessary nor advisable to propose to the class the questions of the text-book again as a review. The application of principles to every-day life should be dwelt upon, and the children be taught to make a practical use of the knowledge they have gained.

It may be said that children would tire of this constant repetition, and thus lose their interest in study. This might be the case if the teacher were dull and monotonous. A dull teacher will have a dull school. On the other hand, if the teacher be full of life and vivacity, the children will catch the spirit, and an animated school will be the result. A live teacher cannot fail to make review lessons interesting. Children like to *tell* what they know, and by reviewing constantly, they soon know something to tell. This they feel, and the

knowledge of an increasing power within them gives them confidence in themselves, and creates a desire to know more.

Teachers who follow this plan do not have to spend the last two weeks of the term getting ready for examination. The classes are all ready, eager to be examined and confident of success. The next term they can commence where they left off the previous term, and advance instead of going over the same ground term after term. Teachers who give this method of reviewing a fair trial cannot fail to see its good results; not only in increasing the interest of the school, but also in securing to the scholars permanent, practical knowledge.

ELIZA H. MORTON.

TWELFTH ANNUAL MEETING OF THE NATIONAL EDUCATIONAL ASSOCIATION.

THE twelfth annual meeting of the National Educational Association was opened at the hall of the Girl's High School, on West Newton street, Boston, on Tuesday, August 6, at 10 o'clock, A. M. The hall was well filled by ladies and gentlemen known all over the land for their participation in the educational work.

The exercises opened with prayer by Rev. Dr. Miner, President of Tuft's College, after which Mayor Gaston was introduced to the audience and made the opening remarks. The vocation of those before him, he said, raised them above the pursuits of common life. The purpose of their gathering carried with it its own approval, and needed no commendation from him. But representing a city always first in the cause of education, he cordially greeted them, and welcomed all to its borders.

Rev. R. C. Waterston was then introduced, and proceeded with the address of welcome. The association met here to-day had been in existence fifteen years, and had its meetings all over the country, and the speaker was glad that now it had seen fit to come to New England and the old Bay State. He welcomed the visitors from nearly every State of the republic, from Maine to beyond the Rocky Mountains. In behalf of the Board of Education in Boston, he extended their welcome to the strangers present.

Mr. F. H. Underwood was next introduced, and commenced his

remarks by a humorous allusion to the common idea held by residents of other cities of the Boston man, one who had everything to his mind; who had a library full of books and wished to buy no more, who was finely clothed, and had plenty of money of his own, and who looked out of his brain as he did from the windows of his granite house, and was, indeed, wholly wrapped up in himself and a contemplation of the vast extent of his own greatness. But the speaker said we were now emerging from such a state, if it had ever existed. Starting with the reforms the young president of our great university had inaugurated, the reform was spreading downward, had already reached our high schools, and would reach our grammar schools. The speaker was warmly applauded.

The President, Mr. White, made a few earnest remarks, thanking the mayor as an officer of the city for the cordial welcome extended to the association. It had been the custom of some presidents of the association to deliver a set speech on such an occasion as this, but last year this had been broken through, and he would follow the precedent. The first great question in this country to-day was, "How shall we make public education universal;" and the speaker invited all who had plans to further this end to send them in, that they might be compared, and if practicable, acted upon. Another great question was the education of women. He regretted that he had received a letter from President White, of Cornell University, stating his inability to be present, and this topic would probably be discussed by some other gentlemen.

The morning and evening sessions of the association were held in general convention, but in the afternoon of each day, meetings were held in four different sections, Elementary, Higher Instruction, Superintendence, and Normal.

AFTERNOON SESSION.

Elementary Department.—In the "Department of Elementary Instruction," at half-past two o'clock, the exercises of the afternoon were opened by the reading of a paper on "Objective Teaching," by N. A. Calkins, Assistant Superintendent of Schools, New York city. The reading was prefaced by a few remarks by Miss D. A. Lothrop, president, and W. P. Weston, of St. Louis, was nominated and chosen secretary of the meeting. The paper treated of the

mind, from its first forming of ideas to its full comprehension of the higher arts. Knowledge consists of classified facts, and the extent of this classification depended largely on early formed habits of the learner. It was a matter of much moment what methods of teaching were employed in elementary instruction. The first thing to be taught children should be to carefully notice everything about them, and learn the uses and objects of the various beauties of nature. Children wanted to see and hear and comprehend the great book of the forms and colors and sounds, instead of being taught what others said about them. They should be taught the relative heaviness and lightness of weights before they can understand the table of measures. The student in zoölogy cannot easily remember the hard names of the classes of living creatures, unless a comprehension of the difference between them is enforced upon his mind through the senses. Objective teaching was urged as the best way to impress upon the pupil the lessons taught. Yet the speaker would not wish to be understood that he advocated the exclusion of text-books from our schools, but a thorough combination of object, text-book, and apparatus teaching was considered nearer perfection than any of these taken separately. The first thing for children on leaving their mothers' arms should be the Kindergarten and oral instruction, and teaching in the written languages could then follow.

Mr. Z. Richards, of Washington, D. C., opened the discussion upon this paper by referring to the difficulty in giving a name to the presiding officer,—whether Mr. or Mrs. President, or Miss Lothrop,—and said he would leave the decision to the audience. He thought a thorough reform was needed in our method of primary instruction. The doctrine that object teaching was necessary should be a principle instead of a conviction as at present.

Mr. A. Bronson Alcott, of Concord, compared the life of the child at home, where it could be free and unrestrained, with the artificial life led in the often unattractive school-room. Forty years ago he had taken a room in the Masonic Temple in Boston, and, fitting it up with carpet, statues, and pictures, had taught there a school of children. After four years these pupils went home and astonished father, mother, and all the family by asking questions and talking upon subjects which children had never been supposed to under-

stand. The topic was further discussed by D. N. Camp, of New Britain, Ct., and M. Baker, of Troy, N. Y.

At the close of the discussion a short recess was taken, after which Mr. M. A. Newell, the principal of the State normal school in Baltimore, read a paper on "English Grammar in the Elementary Schools." He said that among modern writers of distinction, not one in a hundred ever studied English grammar as such. We might as well try to learn to dance by studying anatomical forms; to sing, by studying Tyndall on sound, as to learn to speak the English language by studying the English grammar. We learn to sing by singing, and to draw by drawing, and in the same way we must be taught to speak and write correctly by speaking and writing. He thought it a mistake to place the theory before the art; not that a thorough artist did not need to know the principles of his art, but he must be an artist in order to require the knowledge of the principles. A child when it comes to school must first be required to speak every word it knows correctly, in the first place, by vocal drill; in the second place, to combine grammatically in sentences the words it knows. This must be done by requiring every child to speak in full sentences whatever it wishes to express. He thought that text-books in the study of grammar should be abolished in all grades below the high school. Mr. Newell's paper was a very able one, and was well received.

The discussion of the subject was opened by W. E. Crosby, the superintendent of schools in Davenport, Iowa. He held that theory and practice must go hand in hand. He thought that close inquiry into the relations of words to each other turned the mind upon itself, and led it to understand itself. But by his own experience he had found that the combination of the theory and the practice had been the most successful.

THE NORMAL DEPARTMENT.

The president, Mr. C. C. Rounds, of Farmington, Me., occupied the chair.

The first paper was read by Mr. J. C. Greenough, Principal of the State Normal School, Rhode Island, and was entitled "The Proper Work of the Normal School." The speaker commenced by saying that normal schools were expected to take the lead, both in prepar-

ing teachers and imparting methods of instruction. The important part which the normal school ought to have in furnishing teachers of elementary schools, and the importance to the primary pupil of rightly beginning his course of study was then touched upon, the essayist arguing that the beginning was half of the whole. It was urged that the most important things to be regarded in providing professional instruction for teachers were the laws of mental activity and development. The various modes of recitation were then considered, and the importance of pupils of a normal school reciting the lessons assigned them by actual teaching was urged, on the ground that professional skill came by professional drill. The importance of the practical training of a teacher in the principles of mental philosophy was also commented upon, and, in conclusion, Mr. Greenough remarked that the sources of a teacher's power were to be found in his or her sensibilities rather than the intellect, and that those sensibilities could be awakened by the more general introduction of drawing, a freer use of English literature, by the contemplation of the lives of eminent teachers, and the enlistment in the work of a high moral and religious nature.

Mr. Boyden thought the special work of the teacher was simply to educate the children under his care, and he or she should therefore be competent to organize the management of the exercises of the school, and a proper understanding as to the length and time of this or that branch of education. Then, again, the teachers should know how to govern those under them.

The topic was discussed by Mr. Fletcher, of the Castine Normal School, Maine, and others.

General Armstrong, of the Colored Normal School, Hamden, Va., spoke at some length in behalf of normal schools among the freedmen. The need of colored teachers is increasing constantly, and the future of the race depends upon their education.

Miss Anna C. Brackett, of New York, recently of St. Louis, followed with a paper upon "The American Normal School." She said the American normal school should give to its pupils the garnered treasures of all the past, and send them forth with the abilities to dispense it. It should also give its pupil, though sparingly, special methods and rules for doing his work. A larger proportion of teachers are women than ever before, and they are doing their

work successfully. The frequent changes of teachers call for a uniform system of normal school teaching. The teaching should be practical, and embrace what is learned by contact with the world, as preparing women to teach boys; their own hearts will show them how to teach girls. Children must be taught how to acquire knowledge from the book, and normal schools should fit teachers to do this work.

DEPARTMENT OF SUPERINTENDENCE.

Mr. John Hancock, of Cincinnati, occupied the chair, and P. Marble, superintendent of schools in Worcester, filled the office of secretary. The essay was by H. F. Harrington, superintendent of schools in New Bedford, upon "The Extent, Methods, and Value of Supervision in a System of Schools." The theory of the speaker was that there should be a State, a county, and city or town superintendent, all salaried by the State. The system of local school boards was condemned by the essayist as wholly inefficient. And as nothing of importance ever succeeded without supervision, he thought that the value of supervisors, in matters of education, could not be overestimated. At the close of the speaker's address the subject was opened for discussion, and the following gentlemen participated, the general tenor of their remarks according with the essay: W. T. Harris, superintendent of schools at St. Louis; J. P. Wickersham, State superintendent of schools of Pennsylvania; Hon. Joseph White, secretary of the Massachusetts State board of education, and others.

DEPARTMENT OF HIGHER INSTRUCTION.

The meeting in this department was called to order by Vice-president D. A. Wallace, President of Monmouth College, who presided. Prayer was offered by Rev. Alex. Blakie, D. D.

President Wallace read a paper on "College Degrees." These are designed to be a specific measure of attainment. They are of two kinds; those conferred after examination, and those conferred without examination or honorary degrees. The special significance of a degree of Bachelor of Arts, for example, should be the same in all colleges. No degree should be conferred on account of family wealth, influence, or public favor. To confer a degree for these reasons upon unworthy persons was a wrong to the recipient and to

the public, as such a custom had the effect to depreciate the value of such degree. The degrees of D. D. and LL. D. should be based upon attainments as well defined as the lower degrees. These attainments cannot be ascertained by examination, but can be by other means in a sufficiently satisfactory manner. The policy of some colleges of giving degrees for the reason that the parent of the pupil is a benefactor of the college, or that it is desirable for the reputation of the college that the graduation list should be as long as possible, was deprecated. The plan of examination by college professors also was objectionable, as being liable to be lax. As a remedy for the evils of irregularity of conditions upon which degrees are bestowed, it was suggested that each State should establish a Senate of learned men to pass upon the qualifications of candidates for degrees from the several colleges within its borders.

In the discussion that followed the reading, President Eliot, of Harvard University, assented to the leading ideas presented in the paper, but thought that the practical difficulty was that the scheme would operate against the weak colleges, and the weak colleges are always in the majority. The college degrees of this country were justly held in low estimation. He said justly, because there were many institutions authorized to confer degrees, and in one of them, at least, degrees were sold without any examination.

Dr. Gregory, of the Industrial College, Illinois; Dr. Reed, of Washington University, St. Louis; and Prof. Henkle, of Ohio, also participated in the discussion.

EVENING SESSION.

The association reassembled at eight P. M. in the Lowell Institute. The Rev. A. D. Mayo, of Cincinnati, read an essay on "Methods of Moral Instruction in Public Schools." He said that we have fallen in the era of methods in public instruction, and now we approach the era of method in moral culture. We must first rid ourselves of a huge drift of error in regard to the province of our common public schools. The purpose of our schools is not to make either scholars or saints, and for that purpose we have no right to appropriate a dollar of the people's money. The province of these schools is to make good American citizens, and make them become such men and women as the republic can trust in the future. The morality to be

inculcated is that of the Christian religion. Less than this we cannot do; more than this we have no right to do. We cannot teach a Chinese or heathen standard of morality, neither can we teach the vague standards of materialism. Every method pre-supposes a living soul at the very centre of operation, without which the school is a mere machine. But is this side of the question not falling into insignificance? In the inculcation of practical methods, he feared that the former had been neglected. But no one can become a fit teacher of children unless the teacher maintains a high Christian standard. This rage for intellectual culture is becoming the Moloch of our American schools. The teaching of young children is now almost entirely in the hands of young women, and the tendency is to advance women in the work. He thought that it could not be in better hands.

The new methods of teaching open a way for the most successful moral instruction, but it is the constant peril that they become utterly powerless in the hands of a teacher who has no moral perception. Unless we place in our school-rooms a class of teachers filled with a high moral purpose, the children will be dragged down to become common earth-worms. Our young women teachers especially need higher moral ideas. He had noticed that boys in the higher grades frequently complained of injustice on the part of their female teachers, and he thought something of this might be due to overwork, but he thought it was chiefly to be attributed to the need of a higher moral purpose. The common school is the place where the child should be taught the great lessons of morality in public life, for morality and patriotism are inseparable in a land like ours. Our teachers are too often so highly wrought in æsthetic and literary culture that they go into our schools with an utter ignorance, and almost an utter contempt for our common American life; very charming no doubt, as ornaments of wealthy homes, but utterly unfit to mold our boys into well-rounded American citizens. Mr. Mayo then defended the use of the Bible in the public schools, which he said was the great bulwark of morality in the schools. No American citizens, he said, have the right to insist that the Bible shall not be kept in the schools as the text-book of morality. The imperative need of our schools to-day is some method of common sense moral supervision.

Dr. Gregory, of the Illinois Industrial University was introduced. He said that our schools were designed not only to educate the children intellectually, but morally, and the expenditure for their support could not be justified if we took away that which makes the children grow up into good citizens. We cannot send a child's intellect to school and keep his moral nature at home. The highest intellectual culture cannot be attained unless there is a moral nature which will furnish the necessary incentives. The safety of the republic and of humanity itself depended upon the moral instruction of our public schools.

The Hon. Joseph White, the secretary of the board of education of this State, said that Mr. Mayo had to-night given us the truth in eloquent words and more eloquent spirit, and he thought that with such examples inspiring our teachers, the republic is safe. His creed was a brief one, and not of his own originating, but derived from reading the words of one of our best friends of education, now gone to his final rest,—Josiah Quincy,—who said, "There can be no freedom without morality, no morality without religion, and no religion without the Bible," and so, he said, give us the Bible.

At the close of Mr. White's remarks, the meeting adjourned to meet at ten o'clock Wednesday morning.

WEDNESDAY MORNING SESSION.

The morning exercises of the second day were attended by a large audience, and opened with prayer at 9 o'clock by Rev. Dr. Wallace, of Illinois.

Dr. J. W. Hoyt, of Madison, Wis., was given ten minutes to give a statement of the work accomplished in the proposed founding of a national university. The committee appointed to consider this subject had made a report, urging the necessity of such a university in America, that her children need not go out of the country to find the highest educational privileges. The great wish was to establish a national university that should not be a national institution,—to make it national in every important sense, and yet not under the control of the government.

Mr. William F. Phelps, principal of the first State normal school, Minnesota, read a paper on "The System of Normal Training—Schools best Adapted to the Wants of our People." The speaker

presented at length the necessity of fuller education for teachers, and lauded Massachusetts as the pioneer in the establishment of normal schools, and paid high compliments to Father Pierce, Horace Mann, and Nicholas Tillinghast. Mr. Phelps pleaded not only for a broader instruction in book knowledge in the public schools, but also a greater care in the development of cnaracter, morals, and habits among pupils. Education should be made a science in our institutions, and he accordingly made certain recommendations, such as that every university or college should have a professor of teaching, that every State should have a higher normal training-school, with a supplementary one in each county.

At the conclusion of the paper, the jubilee singers favored the audience with some of their songs.

D. B. Hager, Principal of the State Normal School at Salem, Mass., opened the discussion and gave a statement of the condition and arrangement of the departments of his school at Salem. There was a system embracing a school of the highest order to train teachers of the highest class; a school for teachers, especially of the grammar class, and a third school for the education of primary teachers The latter could continue their studies in the higher schools if they should so desire. But it was undoubtedly true that the larger part of teachers were striving for the largest compensation for their work; and this fact would tend to diminish the attendance of the higher schools, by making a graduation at the lower grade all that was necessary to obtain a position as teacher.

Mr. Hodgson, of Alabama, spoke of the progress in his position of the South in regard to education, but said the advanced step of receiving women in the University of Alabama had not yet been taken.

A paper on the "Educational Lessons of Statistics" was then read by Hon. John Eaton, jr., National Commissioner of Education. The paper was a very able one, dealing in its subject from the middle ages to the present day. Many amusing anecdotes were related of the style of education in the olden time, taken from the ancient records. In Boston, in 1825, public schools were opened for girls for the first time, but two years afterward the applications for admission became so numerous that Mayor Josiah Quincy had them closed as a failure.

Among the lessons taught by the census of 1870 were the facts that there were 6,550,808 youth under instruction in our public schools, at a cost of $94,190,166, or $14 per capita; that the cost per capita in private institutions was over $8 more than in the public ones; that there were 5,543,470 persons in the country who could not write; that while 300,000 voters in America, turning from one side to the other, would control a presidential election, this was one-sixth less than the number of illiterate males entitled to vote; that it was proved that educated labor was worth one-fourth more than uneducated labor, and in most of the States this increase would amount to many times the cost of the support of public schools. These facts had a meaning which would be apparent to every one.

Mr. B. G. Northrop, of Connecticut, said that no less a man than Hepworth Dixon, of England, pointed him to the array of the figures upon illiteracy in the United States, and quoted it as a proof of the failure of our school system. He replied that in the Northern States, at least, the illiteracy was mostly imported illiteracy,—imported, too, largely from the British United Kingdom.

AFTERNOON SESSION.

Elementary Department.—In the elementary department the exercises began with the reading of a paper on "The Adaptation of Froebel's Educational Ideas to American Institutions," by W. N. Hailman, the editor of the *Schul-Zeitung*, of Louisville, Kentucky. He believed that the application of elementary methods should differ widely in different countries, and that what in one might prove beneficial, in another would turn out the reverse. Only such foreign methods should be adopted as could be used with advantage. Switzerland and Germany have done more careful and systematic thinking on the subject of education than all the rest of the world beside, and naturally, in those countries the best systems have been developed. He thought that the United States offered the greatest fields for the systems of education invented by Froebel. He proposed the appointment of a committee of true-hearted, clear-headed people, from all parts of the land, to examine this system, and consider what is needed to adapt it to the wants of our schools, and report at the next meeting of the department, and such a committee was appointed.

Dr. Adolph Douai, of Newark, N. J., spoke in commendation of the Kindergarten system.

Miss Elizabeth Peabody then spoke of the system, saying that she thought Froebel's peculiarity to be that he prepares the child to learn. He began with the youngest children, endeavoring to find the best means of educating the senses. She gave an interesting account of the gradual development of a child's perception, illustrating the method by means of some of the appliances used in the system.

After a short recess, Mr. Ambrose P. Kelsey, the Principal of the high school in Clinton, New York, read a paper on "School Architecture and Furniture." He criticised our school-houses very severely, and gave his views upon the style, location, furnishing, and adornment of school-houses, especially in small towns. The paper was well received.

DEPARTMENT OF SUPERINTENDENCE.

In the department of superintendence a paper on the *early withdrawal of pupils from school, its causes and remedies*, was read by W. T. Harris, superintendent of schools of St. Louis, in which he took the ground that the child must be trained to strict obedience before he can be thoroughly initiated into the principles which underlie the highest success; that it is their directing power which he needs to be strengthened in. One of the principal causes of the early withdrawal of pupils from schools, he held, was to be found in the neglect of early education, consequently he would have the age at which scholars were admitted to school reduced to four years, hoping thus to develop in the child a love of study, and sparing him from the mortification of being attached to classes for which his age had unfitted him. A second reason he found in defective discipline and want of skill on the part of the teacher, the first difficulty making the withdrawal of many scholars necessary, and the other making it ofttimes advisable. A third, and perhaps the most prolific cause, was to be found in defective grading. The result of this mistake was to keep part of the members of a class strained to the utmost in order to maintain a proper standard, while others were not exercised to the extent required.

Mr. A. P. Stone, Principal of the High School, Portland, Me.,

opened the discussion upon this topic. He thought one reason why so many leave school early is the haste to get into business. Boys wish to become business men before they get out of their teens. Such persons fail to understand the bearing which education has on success in life. A second reason is a kind of disgust with most of our schools because they are not practical enough. Such is a very shallow view of education. Our schools should be practical, but should not run into the extreme of utilitarianism. Theory and principle must precede all practice. We find a third cause in the great mistake made by many parents as to the age at which special and technical education can be attended to. Parents wish their children specially prepared for business at fourteen or sixteen; while the best educators think that technical education should not begin before eighteen, and should be preceded by general culture. Impatience of restraint was assigned as another reason why young America hurries away from the school-room; and another reason may also be found in the penuriousness and laziness of many men, especially in manufacturing villages, who put their children at work at a very early age to support the family, while they, the fathers, become street loafers.

Mr. Stone proposed remedies. 1. Compulsory education, by suitable and judicious laws. He referred to the city of Boston where no boy can be a bootblack or a vender of newspapers without attending school a certain number of hours a week. 2. Make our schools reasonably practical, as well as theoretical. 3. Let our methods of instruction be such that the knowledge of our pupils shall be available, and then they will better appreciate an education in order to succeed in life. 4. There should be a general enlightenment of the public mind in regard to the importance, the uses, and methods of education. Such a state of things would ultimately lead to correct methods of education, and to a proper appreciation of a thorough culture for the business of life.

The subject was further discussed by John Hancock, of Cincinnati; Mr. Crosby, of Iowa; Mr. Harrington, of New Bedford, and others.

NORMAL DEPARTMENT.

In the normal department, the paper announced for the first hour having been read on Tuesday by General Armstrong, the exercises

were opened with a discussion of the papers of Mr. Greenough and Miss Brackett on normal schools.

Mr. Williams, of Vermont, began the discussion by saying that he believed the work of the normal school was not to teach subjects, but methods. He didn't know whether the people were prepared for this or not, but was convinced that the method of teaching was, for a teacher, worth more than the subject. Very few teachers employed by him were qualified to teach geography without a book. No scholar ought to be admitted to a normal school until all subjects had been mastered, and then two or three years should be spent in learning how to teach.

Mr. George P. Beard, of Warrensburg, Mo., was the next speaker. He differed from Mr. Williams, and thought the fact that the teachers Mr. Williams mentioned were not able to teach geography without a book proved that subjects needed to be taught. Those fitting for teachers cannot devote time to the separate study of subjects and methods. They should be combined. He thought the form of recitation in the normal schools should be topical. A pupil should be required to tell the class what he knows about a given subject, and his opinions should be criticised by the class. This is not, as it is sometimes called, teaching on the part of the pupil, but reciting. Referring to Miss Brackett's paper, he thought the time would never come when women would be in charge of all schools, but mainly of the primary, and sometimes of the higher.

Mr. E. H. Cook, principal of the normal school at West Chester, Penn., thought normal schools should not teach mere methods, but should teach the science of all education, developing the individuality of the teacher and his profession. Many of the best educated men are poor teachers. Knowledge is power only when it can be used.

Mr. Beard replied that he knew no better form to develop individuality than the topical form of recitation.

Mr. Charles H. Verrill, of Pennsylvania, said the pupils of normal schools should have the thought that they are studying everything to fit them for teaching impressed upon them continually. He believed the written form of recitation the best.

Mr. Beard, in reply, said he thought four days' topical oral recitation and one of written review each week the best method.

Mr. C. F. R. Bellows, of the Michigan normal school, said he did not believe that subjects and methods could be separated. Subjects are apparatus, tools, with which to work, and must be used.

Mr. Williams said he still believed the teaching of subjects was not the legitimate work of the normal school, but belonged to the high schools and academies. It does not follow that because methods are taught, all teachers will be made to conform to one plan. Their individuality can be preserved.

At this point the discussion was closed, and Hon. T. W. Harvey, State commissioner of schools for Ohio, was introduced, and read a paper on "Professional Training in Normal Schools." He said there was doubt whether it was wise to establish expensive normal schools for the training of teachers, while but a small proportion of those trained make teaching a permanent profession. Our higher schools can furnish the academic training required, and it is not desirable to duplicate this agency for the same work. Except incidentally in city normal schools there should be no academic teaching; academic instruction should be given previously, and normal-school training should be purely professional.

Mr. J. H. Hoose, Principal of the State Normal School at Cortland, N. Y., opened the discussion of the paper. He concluded with the opinion expressed in the paper read by Miss Brackett, that the principles of teaching should be uniform; principles which should be held by all.

Mr. Beard said the question of the best method of bringing normal instruction to the great mass of school-teachers was the most important one which could be proposed. Normal institutes must be largely relied upon for this work, for normal schools cannot do it.

Mr. Phelps, of Minnesota, said he agreed with the essayist that normal schools should be purely professional schools, and he believed they could be such, even if academic education were given. He would not teach methods so much as principles. The system which would be effective in Massachusetts would be a failure in Minnesota.

Professor J. P. Wickersham, State superintendent of Pennsylvania, thought there would, for many years yet, be two classes of teachers; one permanent, the other temporary. This necessitates two grades of normal schools. In one of those only professional work will be done; in the other, academic as well where a few

months' instruction will be given. We are drifting toward the time when these graded normal schools will be established.

A committee on nominations of department officers reported as follows:

For president, Mr. A. G. Boyden, of Massachusetts; vice-president, Mr. J. Estabrook, of Michigan; secretary, Mr. M. A. Newell, of Maryland. The report was adopted. The secretary, the present year, was chosen a member of the board of publication.

DEPARTMENT OF HIGHER INSTRUCTION.

The session of the department of higher instruction was held at the lecture-room of the Institute of Technology, president Wallace, of Monmouth College, presiding.

The first paper read was a report of a committee on the proper pronunciation of Greek and Latin languages. This was read by Professor Tyler, chairman of the committee. In regard to the Greek, it was recommended that the rules given in Goodwin's Greek Grammar should be substantially followed.

In the discussion that followed, President Beard, of Baltimore College, approved of the report, and said that the rules recommended corresponded substantially to the usage at the university of Virginia.

Professor Harkness advocated the following of the analogies of the English language in the pronunciation of the Latin and Greek, unless it could possibly be ascertained what was the original pronunciation.

Professor Crosby also briefly approved of the English pronunciation. He regarded it due to the demands of patriotism. For an American or Englishman to follow the French style in pronunciation of Latin, seemed like denying one's own country, and being ashamed of one's native tongue.

Professor Bartholomew declared that what is called the continental method cannot give uniformity.

Professor Hencle had followed the continental method a number of years in teaching, but thought time would be saved by the method now proposed. In his college they had accordingly fallen back on the English method.

Professor Pickering, of the Technological Institute, was now introduced to make an address on "Laboratory Methods of Teaching Physics." The old method was solely by lectures illustrated by

experiments made in the presence of students. In the institute this was still followed as the preliminary instruction, after which each student was given an opportunity to study the science practically by manipulating, each for himself, under the direction of the professor, the apparatus, or whatever was used in exemplifying the abstract truths of the science. In this way the student at the time of graduation was skilled in the manual department of his science as well as the theoretical. In the study of chemistry, each student had a table and apparatus to himself; but in other branches the use of the apparatus were alternated so that each in turn had opportunity to become accustomed to the various instruments and experiments.

Professor Slater, of Harvard College, followed with an address upon the "Method of Teaching Natural History." This, he said, as practiced by him, embodied the same leading principles as had just been suggested by Professor Pickering, the aim being to give the student a practical, quite as much as a theoretical, knowledge of the science.

EVENING SESSION.

The association met in the evening at the Lowell Institute. Mr. Wickersham, of the committee on nominations, reported the following officers, who were subsequently elected: President, B. G. Northrop, Connecticut. Vice-presidents, Newton Bateman, Illinois; George P. Beard, Missouri; Abher J. Phipps, Massachusetts; Edward Brooks, Pennsylvania; James H. Binford, Virginia; John Swett, California; N. T. Lupton, Alabama; A. P. Stone, Maine; N. A. Calkins, New York; Miss D. A. Lathrop, Ohio; W. L. Hailman, Kentucky; N. P. Gates, Arkansas. Secretary, S. H. White, Illinois. Treasurer, John Hancock, Ohio. Counsellors, E. E. White, John Eaton, jr.,; at large, Warren Johnson, Maine; Judah Dana, Vermont; D. Crosby, New Hampshire; E. A. Hubbard, Massachusetts; J. C. Greenough, Rhode Island; Mrs. M. A. Stone, Connecticut; J. H. Hoose, New York, Charles H. Verrill, Pennsylvania; M. A. Newell, Maryland; J. O. Wilson, District of Columbia; A. E. Dolbear, West Virginia; M. Webster, Virginia; H. B. Blake, No. Carolina; W. H. Baker, Georgia; Joseph Hodgson, Alabama; Miss H. E. Hasslock, Tennessee; W. T. Harris, Missouri; Mrs. A. S. Kissell, Iowa; Miss E. D. Copley, Kansas; George Howland, Illinois; E. R. Huntz, Ohio; J.

Newby, Indiana; E. Olney, Michigan; J. W. Hoyt, Wisconsin; H. B. Wilson, Minnesota.

The topic for the evening was "Compulsory School Attendance," on which subject a paper was read by Newton Bateman, sub-superintendent of Illinois. The speaker said that were compulsory attendance to be made a matter of legislation he should have his bill entitled "An act to secure the educational rights of children," rather than "An act to compel the attendance of children at school." He proceeded to treat his theme under two heads, offering two reasons why such legislation should be attained: Because it is within the legitimate province of a republican government; and, because it is necessary and expedient. It was shown how the construction and repair of highways and bridges, although manifestly to the advantage of the people generally, have to be regulated by legislation and laws; and thence argued that this same principle of compulsion must be applied even to a matter so eminently desirable to those immediately concerned as the attendance of their children at school. Further than this, the various objects for which the people are taxed and legislated were reviewed and compared in importance with that of securing the attendance of the children at school. Laws are made to clothe the naked, to feed the hungry, to shelter the homeless, but the control of school attendance, surpassing in importance all these other provisions, has been entirely neglected. Compulsion, he thought, was the bed-rock on which every human government rests down. Bayonets and bomb-shells are the final adjudicators. Without this investiture of force, and the right to appeal to it in emergencies, every organized government would go to pieces. In every case in the last resort it meets the culprit with clenched fist and not with moral precept. In the matter in question, the compulsion of attendance would be infinitely less repugnant than countless laws which have been swallowed and digested. A law was introduced in the Illinois legislature last winter looking to this end. He concluded by showing that the measure he advocated was not only just, but expedient, and argued its necessity in strong and unmistakable language.

GETTING UP EARLY.

Hall's Journal of Health says:—Up to eighteen years, every child should be allowed ten hours to be in bed. They may not require ten hours' sleep, but time should be allowed to rest in bed after the sleep is over, until they feel as if they had rather get up than not. It is a very great and mischievous mistake for any person, old or young, especially children, and feeble or sedentary persons to bounce out of bed the moment they wake up, all our instincts shrink from it, and fiercely kick against it.

Fifteen or twenty minutes spent in gradually waking up after the eyes are opened, and in turning over and stretching the limbs, does as much good as sound sleep, because these operations set the blood in motion by degrees, tending to equalize the circulation, for during sleep the blood tends to stagnation, the heart beats feebly and slow, and to shock the system by bouncing up in an instant and sending the blood in overpowering quantity to the heart, causing it to assume a gallop when the instant before it was in a creep, is the greatest absurdity. This instantaneous bouncing out of the bed as soon as the eyes are opened will be followed by weariness long before noon.

THE TEACHER.

THE conscientious and devoted teacher fills one of the most important positions in society. School teaching has been struggling long and earnestly to be recognized as a profession. The day has well-nigh arrived when it shall take its place alongside the ministry, the law, and the other learned professions.

The opening of normal schools for the training of teachers is an important era in the history of our country. These schools will give character and influence to the pedagogic art that it has never enjoyed. While the other professions boasted of their institutions for professional training, the teacher was left to grope his way in darkness, and combat the prejudices of the people almost alone. There is a brighter day for him now, and for one we rejoice in it.

The teacher has a literature also as complete and perfect as any of the learned professions. Many able and experienced writers, of late, have turned their attention to the wants of the school-teacher, and the result is, an unexpected multiplication of books of great value on the art of teaching school.

The attention of the teacher is called to these new publications. No one can rise to respectability as a teacher, unless he prepares himself for his work. It will cost but little, comparatively, to secure a few volumes, while the advantages to be derived from such books will be incalculably great.—*Jonesboro' Tenn. Tribune.*

THE EDUCATION OF WOMEN.

THE Boston *Advertiser* discusses the important question of "The Better Education of Women" with its usual fairness and ability, and suggests an expedient for affording to women the opportunity for acquiring the highest and broadest culture, which seems to us sensible and practical. Its suggestion is thus stated:

There is but one road out of these difficulties. It is that which the women of England have taken, and which Cornell University is about to follow: To found schools for women in connection with the great schools for men,—schools which shall reap the advantages which come from the museums, libraries; but above all, from the spirit which exists about any place deserving the name of a university. Such schools would not only reap the advantage of the most costly part of the material resources of the institution to which they were attached, but would be able to share the teaching of many departments where it has been found possible to combine the work of the sexes without danger, and to profit by the unwritten traditions and experience which are a valuable part of the capital of every great school. Five hundred thousand dollars—a mere bagatelle to our giving public—would found a woman's college at Yale or Cambridge, and pay for the instruction which could not be got in the higher departments of the university. The school would have to give in its own walls, and to its classes of women alone, only the broad basis of disciplinary work, such as taught by our college. The university lectures, the special higher instruction could easily be got with the existing means at those places.

By this plan, the objections to the mingling of young men and women in the college classes would be divided, the advantages of established colleges would be secured, and the standard of education for women would be elevated. The *Advertiser's* suggestion seems to us to approach nearer to a wise solution of the difficult problem which it seeks to meet than any expedient we have as yet seen advocated.

RESIDENT EDITOR'S DEPARTMENT.

THE RECENT EDUCATIONAL CONVENTIONS.

We offer no apology for devoting considerable space this month to an account of the meeting of the National Educational Association in Boston last month. The meeting was an important one, and the character of the papers read, the topics discussed, and the persons taking part in the proceedings all justify a full report. The number of distinguished educators present was quite large. It was particularly gratifying to see and hear so many of the ablest teachers, superintendents, and college men of the West. Many of them had never appeared in public before in New England, and very naturally we Yankees were glad to greet them for the first time, and to make their acquaintance. All who attended the Boston meetings will bear testimony that the western men and women are wide awake, enthusiastic, and earnest workers. They mean business, and are determined to reach the top of the ladder. Thanks for the cheering and inspiring influence of their example and presence. We have, personally, met many of those fellow-laborers before, at the West and in the Middle States, and we hope that the privilege of seeing their faces, grasping their hands, and hearing their voices will be again enjoyed many times in the future.

We regret that we are not able to complete the account of the Boston meeting in this number. We shall give the remainder in our next. The great variety of papers read and questions discussed furnish something that will be of interest to all our readers. When so many of the live educators of our country assemble, the very character of the topics which occupy their attention indicates the drift of the public mind and the wants of the times. The proceedings of the convention will be published in a full volume in the course of the year, but it is not probable that many of those volumes will find their way to the readers of the Journal, and we, therefore, publish an abstract, necessarily brief, of the papers and discussions, which we hope our readers will carefully peruse.

THE LEWISTON MEETING.

The pressure of other matter prevents our publishing this month an account of the meeting of the American Institute of Instruction, at Lewiston, last month. We shall give a full report in our next number. The meeting was a good one, although the attendance was small. The officers of the Institute were utterly unable to issue the programme of exercises until a short time before the meeting. Consequently the session of the Institute was but

little advertised in our State. Many teachers did not hear of the meeting until too late to attend, and others had made arrangements for their vacation tours before they knew of the precise time at which it was to take place. For this we are sorry for two reasons. Many of our teachers lost what would have done them and their schools much good. Furthermore, it does not seem complimentary to the educational spirit of Maine, to see so few of her teachers and educators, when so important an educational association as the American Institute of Instruction comes among us. There were present people from Washington, and from many of the Western and Middle States; but not many from Maine. Ladies were there from Boston, Providence, and Detroit; but very few from the Dirigo State. Such things ought not to be. We have a work to do, and we must do it.

ANOTHER LABORER GONE.

Dr. Lowell Mason the eminent composer and teacher of music died at his residence in Orange, N. J., August 11th, aged 81 years.

Dr. Mason was born in Medfield, Mass., Jan. 8, 1792. From early childhood his lips were tuned to song; but he was for several years engaged in business in Savannah, Ga. It was in Savannah that he wrote the music for Heber's Missionary Hymn, and here, also, in 1821, he published his first compilation of church music, the Handel and Haydn Collection. In 1827 he returned to Boston and became a distinguished teacher of music and a leader of the quire in Dr. Beecher's church. It was through his instrumentality that music was introduced into the Boston schools and became a regular branch of instruction.

Dr. Mason was probably the author of more sacred tunes and the compiler of more tune books than any other man in this country. Of books alone not less than forty could easily be named, many of which have had an immense circulation. The best known of these are the S. S. Harp, The Odeon, The Handel and Haydn Collection, The Carmina Sacra, The Psaltery, The Hallelujah, and the Sabbath Hymn and Tune Book. The number of books for school use in musical instruction is very large. Among the cherished tunes of which he is the author are "Boylston," "Hebron," "Laban," "Downs," "Naomi," "Olmutz," "Ward," "Ariel," the "Missionary Hymn," and "Bethany." Many of the leading music teachers and composers of the present day were once his pupils.

EDUCATIONAL INTELLIGENCE.

MAINE.

Mr. Johnson, the State superintendent of common schools, with able assistants, began the fall campaign of the Teachers' Institute at South Paris, Aug. 26. Other institutes will be held as follows: Damariscotta, Sept. 2d; Warren. Sept. 9th; Machias, Sept. 16th; Ellsworth, Sept. 23; Orono, Sept. 30th; Dexter, Oct. 7th; Belfast, Oct. 14th; Showhegan, Oct. 21st; Augusta, Oct. 28th: Bath, Nov. 4th; Wilton, Nov. 11th;

J. P. Quinby, Jr., of turner, and a graduate of Bates Class of 1872 has been appointed principal of Austin Academy, Center Strafford, N. H.

Old Massachusetts Hall, at Bowdoin College, is to be remodeled at the expense of Hon. Peleg W. Chandler, as a memorial to the late Prof. Cleveland, and after plans by Martin of Boston.

O. W. Rogers, Esq., a graduate of Bowdoin, takes charge of Bluehill Academy at the beginning of the fall term.

George H. Stockbridge, A. B., of Lewiston, and a recent graduate of Bates College, has been elected to a position in one of the Eastport schools.

We learn from an exchange that C. B. Stetson, Esq., of Lewiston, has formed a business connection with James R. Osgood & Co., publishers, Boston, who are about entering on the publication of an art series of books, suited to use in the common schools. The firm will shortly issue a book, of which Mr. Stetson is the author, on "Industrial drawing; Free Hand, for Beginners."

Mr. F. Hutchinson, of Auburn, is to teach the fall term of Milton Institute at Milton, N. H.

The fall term of Bates College commenced the last of August. Twenty-nine have already been admitted to the freshman class, which is expected to number thirty-five.

Gorham Seminary had its commencement last month. Rev. N. W. T. Root, of Portland gave the oration before the senior class.

The twenty-fifth annual session of the Penobscot Musical Association will be held in Bangor, September 10 to 13, under the direction of Mr. F. S. Davenport. Miss Annie Louise Carey will be present, and other artists from Boston, Portland and Bangor.

The fall term of Hampden Academy begins on Monday, Sept. 2d, under the instruction of Mr. C. M. Walker, principal, and a full corps of assistants.

The work of moving and repairing the building on the grounds of the Theological Seminary at Bangor is going on rapidly.

The "Old School House" at Kennebunkport is to be repaired and made equal to any school house in the county. There are several more "Old School Houses" in the State that need the same treatment.

Rev. H. D. Moore formerly of Portland, has been chosen president of Turkegee College, Ohio. The first act of Mr. Moore's admistration should be to give a better name to his college. Call it Turkeygobbler, if the name must be *fowl*, but away with Turke*gee*.

The Commencement of the State Agricultural College at Orono, took place August 7th, a class of six, the first in the history of the institution, graduating. The prospects of the college are said to be good. The president and faculty are earnest workers.

MISCELLANEOUS,

O. M. Fernald, instructor in the high school at Springfield, Mass., has been appointed to the Greek professorship in Williams College.

Charles Morgan, of New York, who gave $110,000 to establish a school at his native town of Clinton, Conn., has authorized Mr. B. G. Northrop, agent of the Connecticut Board of Education, to procure two life-size bronze statues of Abraham Pierson, the first president of Yale College, one to be placed in the grounds at Yale and the other at Clinton, where the college was started 170 years ago.

Secretary Northrop, of the Connecticut Board of Education, has formally accepted the call of the Japanese Government, and will go to Japan next year to organize the educational system of the country. Mr. Northrop's salary is to be $10,000 in gold.

The latest spelling novelty received at the Greenfield post-office is "Hucix tunil."

The Moscow University has established a course of lectures for women, embracing literature, history, art and natural science, mathematics, and some branches of medicine. And even staid old Russia has caught the spirit of progress.

Six ladies will be admitted to Wesleyan University at Middletown at the next term.

George R. Chase, late principal of the Nantucket High School, has been elected superintendent of schools at Holyoke, at a salary of $2,000.

Father Major, of the Holy Cross College, Worcester, is making an immense Bunsen battery, which will be of 54 elements, for the purpose of producing an electric light, to be set on the turret of the college, and which will throw a sun-bright glare over the future midnights of the city.

The alumni of Indiana State University have chosen a lady for orator at their next session.

Professor Palmieri, of the Royal University of Naples, remained in his observatory on Mount Vesuvius during the most dangerous period of the late eruption, for the purpose of examining his instruments. He foretold the eruption with great exactness.

Cornell University is to have a course of lectures this autumn by James Anthony Froude.

PURGATIVE PILLS have become a settled necessity with the American people. Indeed, cathartics always have been and always must be used, in some form, by all mankind. In this country the pilular of administraion has been growing in favor since pills were first made of Aloes and Rhubarb, rolled into a ball. Their high position in the publcc confidence has finally been secured and fastened into permancy by AYER'S CATHARTIC PILLS, the most skillful combination of medicine for the diseases they are intended to cure, that science can devise or art produce. Those who need pills, no longer hestate what pills to take if they can get AYER'S PILL.—*Wheeling (Va.) Press.*

BOOK TABLE.

HUMAN ANATOMY, PHYSIOLOGY, AND HYGIENE. By Joseph C. Martindale. Philadelphia: Eldredge & Brother.

The moderate size and the clear, methodical treatment of the subject, will render this book a very excellent one for school and family use. The appendix contains some very useful information in regard to the care of the sick, poisons, and disinfectants.

A SMALLER SCHOOL HISTORY OF THE UNITED STATES. By David B. Scott. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This work is based on the author's larger "School History," and is a very neat little volume for those desiring a short course in history.

ELEMENTS OF GEOMETRY. By Edward Olney. New York: Sheldon & Company.

This tersely written and logically arranged text-book in geometry commends itself very favorably to the practical teacher.

A BRIEF ENGLISH GRAMMAR ON A LOGICAL METHOD. By Alexander Bain. New York: Holt & Williams.

Prof. Bain, of Scotland, has prepared a little work on grammar which will make teachers *think*. Its method of treatment is quite different from that of most of our school grammars. The author says: "Grammar is a science, or nothing." We agree with him. In itself the study of grammar is a science, as every thinking student of language well knows. But as English grammar is *usually* studied it is,—nothing.

THOMPSON'S ARITHMETIC. New York: Clark & Maynard.

This new graded series consists of three books: The Mental; the Rudiments; and the Practical. They are fresh from the hands of a successful teacher, and a well-known author of mathematical text-books. From a brief examination they seem to be well prepared and adapted to school use.

MIDDLEMARSH; A Story of Provincial Life. Vol. 1. By George Eliot. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The Harpers are publishing a very fine library edition of Eliot's works, and this volume is worthy the attention of all lovers of good books.

AN ELEMENTARY GRAMMAR of the Greek Language. By Samuel H. Taylor. New York: Ivison, Blakeman, Taylor & Co.

This work is based on Kuhner's grammar, and was in course of preparation by the late Dr. Taylor, of Andover, at the time of his death. It has been completed as near as possible according to his plan, and is worthy the student's attention.

THE HISTORIES OF LIVY. Edited by Thomas Chase.

THE ECLOGUES, GEORGICS, AND MORETUM OF VIRGIL. Edited by Geo. H. Stuart. Philadelphia: Eldredge & Brother.

We are glad to welcome two more volumes of the elegant classical series by Messrs Chase & Stuart. They are both critically edited, being well supplied with explanatory notes, etc. The Virgil has a good vocabulary, and the Livy a Geographical Index. As a teacher we highly value this convenient and tasteful series of classics.

A GOLDEN SORROW, and OMBRA are the titles of Nos. 378 and 379 of Harper's Library of Select Novels.

The Harpers have published a very convenient edition of the United States Tariff and Internal Revenue Law; compiled by Horace E. Dresser.

VENICE, the city of the sea, is well described and illustrated in Harper for September.

SWINTON'S WORD BOOK OF ENGLISH SPELLING, published by Ivison, Blakeman, Tayler & Co., comes to hand just as we go to press. It is methodical and ingenious.

TEACHERS WANTING SITUATIONS.

GENTLEMEN.

No. 1. A graduate of Bowdoin College desires a situation to teach during the Spring or for a year. Has had experience as principal of Academies and public schools.

No. 2. Graduate of Nichols Latin School and Maine State Seminary. Had experience in Common, Grammar, High School, and as principal of Academy. Desires a situation as associate principal or assistant in a first-class Seminary or High School. Salary, $1,000 upward.

No. 3. Is a graduate of a High School and Normal School; has had several years' very successful experience as teacher in one of the best High Schools in the State. Salary $600.

No. 4. A student of a New England College wishes a chance to teach for one year in a High School or Academy. Has taught four terms.

LADIES.

No. 1. Has had nine years' experience in public schools; the last four in one Grammar School. Desires a Grammar School or situation as assistant in High School. Can teach French, Latin, and Higher English.

No. 2. WANTED.—Situation as teacher in a mixed school during the coming Fall. Can engage after Aug. 14. Has had experience in public schools.

No. 3. Holds four diplomas from Normal Schools. Can teach Latin, Greek, French, German, Italian, Mathematics, and Natural Sciences. Understands object lessons. Has had experience as Principal of High School, also as Principal of Graded School. Can give best of reference. Has no objection to go South or West. Would be willing to assist in editing an educational journal.

SCHOOLS WANTING TEACHERS.

No. 3. A Lady Assistant in a High School in Minnesota. Must be able to teach vocal musi csuccessfully.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parentheses being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary* (*$12.00*).
$8.50. *Littell's Living Age* (*$8.00*). *Lippincott's Gazetter of the World, bound in Sheep* (*$10.00*).
$8.00. *Contemporary Review* (*$7.50*).
$5.50. *Webster's National Pictorial Dictionary* (*$5.00*). *The Nation* (*$5.00*).
$5.25. *The Aldine* (*$5.00*), *the very best ART Journal in the country.*
$5.00. *Eclectic Magazine* (*$5.00*).
$4.85. *The Appletons' Journal* (*$4.00*).
$4.75. *Atlantic Monthly* (*$4.00*), *Harpers' New Monthly* (*$4.00*), *Harpers' Weekly* (*$4.00*), *Ladies' Bazaar* (*$4.00*), *or Frank Leslie's Illustrated Newspaper* (*$4.00*).
$4.50. *The American Naturalist* (*$4.00*), *Old and New* (*$4.00*), *Lippincott's Magazine* (*$4.00*).
$4.00. *The Scientific American* (*$3.00*), or *New York Independent* (*$3.00*), *and large and fine portraits of Grant & Colfax, which are sold at the stores for $4.00. St. Paul* (*$3.50*).
$3.75. *The Christian Union* (*$3.00*), *edited by Henry Ward Beecher, and also two beautiful Chromos, "Wide Awake" and "Fast Asleep," sold heretofore at $10.00. Godey's Lady's Book* (*$3.00*).
$3.50. *Phrenological Journal and Packard's Monthly* (*$3.00*), *Demorest's Monthly Magazine* (*$3.00*), *The Advance* (*$2.50*). *Good Words* (*$2.75*), *Sunday Magazine* (*$2.75*).
$3.40. *Good Words for the Young* (*$2.50*).
$3.25. *Oliver Optic's Magazine* (*$2.50*), *weekly or monthly.*
$3.00. *Our Young Folks* (*$2.00*), *Peterson's Ladies' Magazine* (*$2.00*), *Portland Transcript* (*$2.00*), *Hall's Journal of Health* (*$2,00*), *Ladies' Friend* (*$2.00*).
$2.80. *Arthur's Home Magazine* (*$2.00*), *Good Health* (*$2.00*), or *Herald of Health* (*$2.00*).
$2.50. *The Manufacturer and Builder* (*$1.50*), *National Sabbath School Teacher* (*$1.50*), *Demorest's Young America* (*$1,50*), *The Nursery* (*$1.50*), *The American Agriculturist* (*$1.50*), or *Riverside Echo* (*$1.50*).
$2.40. *Arthur's Children's Hour* (*$1.50*).
$2.35. *The Little Corporal* (*$1.00*).
$1.00. *Wood's Household Magazine* (*$1.00*), *The Little Chief* (*$1.00*), or *National Normal* (*$1.50*).
$1.85. *The Young People's Helper* (*.50*).
$1.90. *The School Festival* (*.75*).

THE MAINE

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C. H. FERNALD, Editor for October.

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ATTEND THE INSTITUTES.

We are very confident we can do no better service to the young and inexperienced teacher, than to give the above advice. The institute season has commenced, and teachers in all parts of the State are to enjoy the advantages of them. We sincerely hope those advantages will be improved by large numbers in every county. The exhortation so to do is certainly not gratuitous; for there are among us many indifferent and unskilled teachers who need just the instruction and counsel to be obtained at an institute, and yet who affect to think lightly of their advantages, or who, perhaps, utterly fail to understand their own wants and the proper way to secure a better fitness for their work. It is one of the lamentable weaknesses of poor teachers, that they are overconfident of their ability to teach and manage a school. They have attended school as pupils, and why should not they know how to teach? Furthermore; have not their schools been praised by their friends and the school committee? The supreme satisfaction which such teachers seem to enjoy in contemplating their labors is amusing, to say the least; and when their estimate of the character of their work is contrasted with the opinion of those better qualified to judge, it becomes well-nigh ridiculous. That such teachers will ever improve much, until they take a differ-

ent view of themselves and of their work, is almost too much to expect. If they could adopt the utterance of Burns:

> 'Oh wad some power the giftie gie us,
> To see oursels as others see us,'

there would be more hope in their case. But we shall hope that such teachers are not numerous in Maine, and that those who are anxious for more light, and are desirous of increasing their qualifications, are to be found in the vicinity of every locality where an institute is to be held.

A teacher's institute, well conducted for a week, will afford teachers an opportunity to obtain information and good advice in regard to the best methods of giving instruction in all the several branches taught in our common schools; the government and management of the school; the discipline of troublesome pupils; the proper use of text-books in the recitation; assisting pupils, reviews, etc. In addition to the lectures and exercises, in which the above and other topics are treated at almost all of our institutes, there are abundant opportunities offered by which questions can be asked and advice obtained, in reference to any difficulties teachers may have met with in their experience. The acquaintances which teachers form with those of like calling with themselves, and the mutual interchange of opinion with such persons, are also of great advantage and encouragement to all concerned. This is no small consideration in school work. Except in large cities, teachers see but little of each other in the school-room, and they pursue their lonely work with no one of kindred occupation with whom they can hold converse, or from whom they can receive sympathy. We all feel a greater interest in our work, and more respect for our calling, when we extend our acquaintance among those of like pursuits with ourselves.

There are no teachers too old to attend institutes, and none of such experience and skill that they may not get some good by participating in their exercises. Many of our best teachers who have for years been regular attendants at institutes and teachers' meetings, feel a growing, rather than a lessening, disposition to follow them up at every favorable opportunity. Skillful and experienced persons are in charge of the institutes in our State this fall, and they should receive the patronage of teachers, committees, and all others interested.

Once more we say, ATTEND THE TEACHERS' INSTITUTES.

A. P. S.

'FITTED FOR TEACHING.'

THERE are hundreds of young men and women in attendance at our high schools and academies, the present season, who are 'fitting' themselves for teaching. They are honest in their efforts and honest in their desire, and many are, no doubt, really preparing themselves. But there is a large class who are sowing so that they can reap but little advantage. Many, and perhaps most of them, suppose they are 'fitting' themselves; that somehow as the days roll on and the hours of recitation come and go, their minds are peculiarly influenced, *ex necessitate*, and that this influence is to make teachers of them. Very few who are thus 'fitting' have any definite aim or plan; they only know, that, in order to teach, some knowledge of text-books are indispensable, and they reason that the greater number of text-books they study, the better 'fitted' they are. Such candidates cannot understand why those who have less so-called knowledge should command better wages, and be more successful than themselves. Aptness to teach never enters into consideration. This, with experience, is to be outweighed by increased 'cramming.'

Then, too, it is so easy to 'fit.' The ability to fit comes early in life. Whatever profession they are to enter they fancy they must pass through this avenue. On their fingers they count the course of study, which comprises only the most common branches. Parents receive the same impression, perhaps I should say, they transmit it. According to this opinion, before one is fitted for medicine, law, or the pulpit, he must be fitted for teaching. It is a 'stepping-stone,' they say, and is not regarded as a very high stepping-stone either. If one has studied algebra, he is fitted to teach algebra up to the very point he has reached; if he has studied Greek one term, he may teach it the next. Conducting recitations means simply hearing classes recite. Text-books are the mystic keys to unlock the portals of the temple of science. It is sufficient to have them in one's possession. No instruction as to their use is deemed necessary. Forms, technicalities, and names can be made to take the place of ideas. With such an understanding of a teacher's 'fit,' is it any wonder that there are poor teachers, poor schools, and poor pay?

The question of pay enters too largely into calculation. A teacher will soon find his level, and his pay will rate accordingly. The actual number of dollars earned at first will have no practical bearing.

'How much does he ask for his services?' will be followed by, 'How much are his services worth?' 'How much has he studied?' by 'How much can he teach?' The law indeed prescribes a list of branches 'usually taught;' but the law prescribes the minimum, no one has attempted to write the maximum. The profession is making advancement, and those who are up to the legal standard now, may find themselves excluded ten years hence. Normal schools are doing a great work in inspiring a professional feeling, and when it is once settled that teaching is a life profession, and not a garment to be worn and thrown off at will, those whose acquirements place them low in the scale will be struck off. Though there are many teachers, there is work enough for all. As Webster said in regard to the legal profession, 'It is rather crowded *below*, but plenty of room *above*.' He was a great lawyer, because he was a great man; and no one can become a great and good teacher, unless the greatness and goodness is in the man. All teachers cannot be like Dr. Arnold in degree of success; but they can be like him in the purity of their motives and excellences of their character.

Sincerity of heart, joined with earnestness of will, command success. 'Success' in teaching is practicable. There need be no failures. The men who succeed, are the men who believe they can succeed. 'The men who fail, are those to whom success would have been a surprise.' The teacher's profession is second to none. 'It combines the office of preacher and parent, and has more to do in shaping the mind and the morals of the community, than preacher and parent united.' That office should be filled by men and women of the purest motives, the noblest enthusiasm, the finest culture, and the most devoted Christian purpose. No man living is intrusted with such precious material. No man living can do so much to set human life to a noble tune. No man living needs higher qualifications for his work.' A man is 'fitted for teaching' when he is stimulated to an effort at preparation which shall continue so long as he continues to teach. NOTA LENT.

HINTS TO TEACHERS.

When you enter the school-room do not wear upon your face a frown. Nothing will so discourage a young scholar (or even an older one), as to look up, expecting to receive a pleasant smile, or, per-

chance, a kind word, and instead, see nothing but sternness, or "ugliness," as he will term it. And as he takes his seat (not cheerfully by any means), and attempts to study, that dark frown rises up before him, like some omen of evil, and he throws aside the book he has been trying to study. He takes up another, goes through the same process, and throws *that* down. He sees nothing in them that is interesting. And they are as meaningless, to him, as so many dumb images. He sinks into a listless mood, from which he is awakened by hearing his name called, to come to his class. There he assumes an indifferent, or "don't care" attitude, which is very annoying to you. *Now* you use every means in your *power* to interest him. But to no avail. You touch upon his favorite theme, hoping to awaken him from his stupor. Here is a difficult problem in mathematics; that you know he has been trying to solve. You put it upon the board, give one of your very *best* solutions, and then look round, feeling *sure* that his eyes are all aglow with interest, amounting almost to enthusiasm. But you are doomed to disappointment. He is amusing himself by playing with one of the little ones on the seat behind him. You excuse the class, and as he takes his seat your eyes follow him, and you wonder what has come over him, not once thinking that you were to blame. Everything has gone wrong through the day. And why is it? you ask. Just because you began the day with a frown.

Enter upon your duties as though they were real pleasures, instead of hard tasks, by which you were obliged to earn your daily bread. Do what you do with a willing, cheerful spirit, and not grudgingly, as if you were anxious to get through with the day's work. You have a small and easy school, perhaps, but you can't take it up and throw it down at your pleasure, as you would "knitting-work." And this is the point on which so many of us fail. We must keep up a good degree of interest, even in the smallest schools. If we fail in this, we fail to do our duty.

Do not hesitate to let your scholars know that you feel interested for them, and are doing all you can to promote their happiness and well-being. If at any time you see a pupil looking sad, or perhaps forsaken, do not shun him, but go kindly to him, and try to enter into conversation with him. You may not succeed at first. But be not discouraged; "try again;" and after a while you may be able to

find out the cause of his sadness. Do not on any condition "give over" after you have once determined to know the cause of his grief. For if you do, it will prove an injury, rather than a benefit. He will think that you have ceased to care for him, and he will not care for himself. Speak kindly at all times, and let no harsh words pass your lips. "Kind words cost nothing, but are worth much."

Do not rule over your scholars as if they were your slaves, and were put there to work for your benefit. But teach the scholar that he is at work for himself, and that he will receive the benefit and not you. Teach him that God has given him powers to improve, and not to waste. "And for the manner in which he improves them, he will have to give an account in the last day." Teach him all this, in a plain, simple way, so that he may understand it. Never try to teach a scholar what you *know* he cannot understand. By this, I mean, what you do not really understand yourself. And if it is too hard for you to understand, how, I ask, can you make it clear to a scholar? And even if it is clear to you, do not expect him to understand it as easily as you do. If he is very dull, do not upbraid him, but deal kindly with him, and do not let him know that you ever feel discouraged about him, or ever despair of his success. His image is before you in your waking hours at night, and haunts you in your dreams. Let nothing that you can do to assist him be left undone. He sees it in a different light, and takes new courage. Do not let any kindness he may render you pass unheeded, be it ever so trifling. Thank him with your eyes, if you do not say it with your lips. You will be well paid by seeing a glad smile of happiness upon his face, that you do not remember of seeing before. Many times have I looked for kind words from my teachers when I have been studying hard and have got discouraged, but have received none. And many times have I received only a smile from my teachers, and it has lasted through the day. And ever and anon it would come up before me like a ministering angel, and I would feel new courage, and the task that once seemed *so hard* was accomplished, and I came off victorious.

And now let us take courage, and strive together to do our duty, and our *whole* duty, to the pupils placed under our charge.

E. M. A. E.

In time of prosperity, friends will be plenty;
In time of adversity, not one amongst twenty.

DUTY OF THE STATE IN RELATION TO FREE SCHOOLS.

THAT education of some sort is necessary, has ever been universally acknowledged. The savage who inhabited this country when our fathers first visited it, taught his child to make the bow and spear, and to hunt the wild beast. Some nations of to-day inure their sons to the severest hardships, giving them, as they think, that education that will be most practical in after life.

The same kind of instruction in a much higher state of development is recognized in the industrial schools maintained in all civilized countries at the present time.

It certainly is important that this kind of training should be secured, but is there not danger of stopping too soon, danger of placing our education on too narrow a basis? While we are striving to be so strictly *practical*, are we sure that we are all exercising sufficient care to avoid that narrow-mindedness, which inevitably results from a one-sided education? Cannot the effects of too exclusive devotion to what is termed *practical education* be seen in very many countries? Who believes that we should be cursed with mobs, communism, and kindred evils, were man, as a *spiritual* being, educated.

It is dangerous in the extreme to place the directive power in the hands of the few, and thus render the masses merely instruments. They will not long remain passive beasts of burden, coming and going at the will of their masters. Within them is a longing for something higher and nobler which will finally force them to arise, cast off their fetters, seize the reins, and govern in precisely the same manner they by their education have been taught to govern. Therefore not only should *mechanical directive power* be taught in our schools, but all education should tend to cultivate the *spiritual directive power*, and those lines of study which are specially adapted to secure this culture should be carefully pursued. Not only should natural philosophy, chemistry, mathematics, and geography be made familiar to the mind of the child, but so must also the science of society and state, art and religion, of philosophy in all its phases. The *people* should become familiar with the great leaders, the great educators of the race. Each child should be made to see and fairly comprehend the structure of civilization in all its lofty proportions,

so that he can begin to build where another has left off, and thus *add* to the knowledge of the world, and not spend his life rearing a structure occupying a similar place another has filled. By thus carefully viewing the entire field, in the words of another, "The whole world of the past and present is made by education the auxiliary of each man, woman, and child."

Man is a twofold being. He exists an immediate individual in possession of his various bodily faculties. It is by the exercise of these faculties that most obtain a livelihood. It is by manual labor that the masses obtain a sustenance. Therefore the training given by our common schools should be such as to best enable the children to secure a maintenance. In brief, the *mechanical directive power* must be carefully developed, while the child is in the *lower school grades, for very few ever reach the higher.*

But while we provide for man's immediate individual wants, we must remember that he possesses an existence far higher than that we have been considering,—a *spiritual* or *reflected* existence, what he is, or possesses by the recognition of others. To support this latter condition man has various institutions, among which are society and State.

Were it not for society man could not own property, for possession does not become ownership until society recognizes it as such. So, then, since property is an offspring of society, and society results from the reflected existence of man, property becomes a result of man's spiritual being.

Man, on becoming a member of society, must govern himself very largely by what others think proper, and not by his own animal desires. By means of society all are able to profit by the labors of each, and each by the labors of all. Each day's work of the farmer affects the price of that upon which we live, and any day-laborer may dine on the products of a foreign clime.

No one will fail to see the ends which this institution has in view, and how productive of good it is by its regulating the holding of property, and the rules of exchange. But the *State* has a higher, holier mission. It is in this that first is recognized the existence of man as man. The directive force proceeds from the State, not from the individual. It prescribes laws and holds the individual strictly accountable. Where laws are violated it imposes penalties, and

even life itself is deemed of small importance, when the well-being of the State is at stake.

The lowest nationality acknowledges the possibility of individuals uniting in some form of society, and thus augmenting the feeble powers of each. But there is a long step between the monarchy of the Chinese and the government of our own glorious country. Yet the entire difference is only in the degree in which the reflected existence embodied in the State is shared consciously by the individual; in brief, in how far the directive power of the State exists in and through the conscious will of the people.

It is the whole aim of a government like ours to increase the spiritual directive power of each of her children to bring man to know himself. Since this is the result which the State has in view, and which it must accomplish if it be true to its trust, it should make use of those means best adapted to secure the wished for end.

Man, as created, possesses certain germs or faculties which, if properly nourished, will expand into the all-powerful attributes that make him the noble being God designed him. This growth of the higher nature we call education. Now, as before stated, education must be of two kinds; first, initiatory to the customs of the various trades and vocations of life, or purely *practical*; and, secondly, our education must initiate us into the consciousness of the directive principles, and the solvent ideas through which directive power is attained.

Now this is precisely the work which it is the duty of the State to do. It involves the living principle which underlies the foundation of our government. We claim to be a nation of self-rulers; we agree to work together, "All for each and each for all," is our watchword. We declare that neither race, color, or position shall bar a man from becoming our brother, and from possessing rights equal to ours.

But our nation cannot exist as a nation of German, French and Irish. We must all be AMERICANS; and with our present foreign population scattered the entire length and breadth of our country, together with the constant and ever-increasing immigration to our shores, how shall we implant and maintain within the hearts of our people those principles upon which we depend for national life, save by a complete system of *free education.*

Since it is unsafe to make a man self-governing before his self-directive power has been well and carefully developed, and since with us this power is placed *by the State* within the hands of *all*, does it not inevitably follow from the very nature of our most sacred institutions, that all must be educated, and *that, too, at public expense?*

If property be taxed to support a system of free education, we are simply working a requisition on a source created by the recognition of the community. Education creates this recognition, and were it not for it property would be valueless. It is a *simple application of property for its own production and security.*

The intimate relation between property and education in this country may be seen when we consider the possibility of the possession of it by any one, together with the completeness of ownership, as shown by our power of alienation. The power to alienate property makes it property in a complete sense. This power can exist only where there is a government for and by the people, and this is only possible when made so by education.

It is the directive force that controls the property of the world. Hence a high development of that power, a deeper and more widespread education, will inevitably increase the wealth. It will open new avenues, and find larger and broader fields of labor than have yet been explored.

That education is the great instrument used to forward all reforms, very few will deny. Statistics show that of all the criminals in this country not one in a hundred ever received instruction in the higher branches. Who doubts that our houses of confinement would become comparatively useless if the people were properly educated, if both their physical and spiritual powers received a good degree of culture?

Again the frauds committed in the management of public affairs are chiefly due to the ignorance and culpable indifference of the people at large; consequently were we as a nation properly educated "corruption in high places" would be an evil unknown. In this carelessness concerning, and ignorance of the affairs of government, perhaps more than in anything else do our people show a lack of the spiritual directive power, show that something must be done to make them truly capable of self-governing.

These few cases are sufficient to show the intimate relation existing between free school and morals.

If we have shown that a proper education is necessary to increase the property of the poor, to increase and secure the wealth of the rich; that education alone will enable a people to maintain a government such as we are determined we will maintain; that the direct result of education is better morals, hence a greater safety of life and a better governmental administration. If its influence tend to elevate man and make him more like his Creator,—then has not the State a duty to perform? If she be true to her trust, can she neglect the education of her children? Should she not first provide means for their education, and then see to it that they receive it?

In all countries the military education is at public cost. The nobility receive their education at the expense of the public, simply because they are to direct while others obey.

Shall we not be behind our neighbors if we do not at State expense educate those who are to direct? And who are they who hold this directive power save the entire people? Therefore, all must be provided for. A republic must educate all her people, and must so educate them, must establish them on so broad a basis that they will continue to educate themselves after leaving the schools which the State has maintained for them. C. A. W.

ON THE STUDY OF ENGLISH.

BY PROF. WM. SWINTON.

I SUPPOSE that the *fact* which you imply in your question,—the fact that the results of our school training in the English language *are* unsatisfactory,—is too deplorably patent to be denied by any one qualified to speak on the matter. Our educational journals,—I have just been reading several score of them—team with lamentations on the unsatisfactory state of English education. They say that though English grammar purports to teach the art of speaking and writing the English language with propriety, our pupils do not, somehow, seem to acquire the art; that the rules of syntax so laboriously learned do not perceptibly temper the license of their ordinary speech, and that the great majority of scholars quit school without having attained such reasonable mastery of their native tongue as may enable them to write it *decently*,—not to say clearly or impressively.

Now, as to the *cause* of this backwardness in a matter so vital (for I take it we shall agree that the acquisition of an available, easy handling of our language in the practical uses of oral and written expressions is the very flower of education, and that we miss everything when we miss *that*),—there might be several sufficient explanations; but what strikes me as the real root of the matter is that our apparatus for teaching English is quite inadequate, and that the common procedure is both defective in itself and deficient in several essentials. And I am very sure that we shall not be in the way of any genuine success in this department, until the results of modern philological research shall give us a *wholly new kind of text-books really adapted for instruction in our English speech.* The living waters of the new learning, which are still confined to the upper reservoirs, must be brought down to the lower levels where our children stand open-mouthed and athirst.

I do not propose to enter into any denunciation of our existing English grammars, though to any one who has made a study of English philology, or who has even cast an arrow into its domain (you remember the Parthians used to shoot a preliminary shaft into the territories they proposed afterwards to possess), our grammatical horn-books are pitiable enough. You say that their syntax consists of a mass of utterly unintelligible abstractions; and the cause of this is not far to seek. What do our grammars represent? They represent the scholarship of the last century, and I need not tell you that this was before the science of language was in existence, for it was before comparative philology, by setting the English tongue in its just historic affiliations with the elder types of speech out of which it grew, had given us the law of its growth, the logic of its forms, and the key to the soul of its grammar.

Our old grammarians were acquainted with one type of tongue—the classical. To them Latin was the ideal of human speech; Latin grammar the archetype on which all other grammars should be constructed. They accordingly addressed themselves, with a painstaking but perverse ingenuity, to the task of adjusting the phenomena of our Saxon speech to the ready-made rules of the classic syntax.

Now, there was one very considerable difficulty inherent in this undertaking, if the grammar-makers had only realized it. Latin is what our modern philologists call a highly "infected" language, that

is, it exhibits the syntactical relations of words in a sentence by the agreement of their forms or *inflections*, while the very peculiarity of English is, that it is all but devoid of inflections; hence it is that while the grammatical relations of the parts of speech in a Latin period are quite independent of their position, the fact of position is the very essence of English syntax. However, your Murrays and Harrises were above any trifles of this sort. If English would not exactly fit into the Latin mould, so much the worse for English,—it should be *made* to fit, in the manner of Procrustes' bed. I think I could show you by an analysis of the syntactical rules in our existing grammars (said grammars being essentially Murray after all) that three-fourths of those rules have no application whatever to English, and are simply the result of the attempt to strain our language into compliance with classic forms. I ask, then, if it is any wonder that you find these rules unintelligible to youth, when, in fact, they are *the laws of relations which do not exist?*

Perhaps it would not be amiss to remark in passing (for the point bears directly on what we are considering), that another lamentable evil resulting from the usurped primacy of the classical languages in our scheme of education, has been the banishment, until lately, from our higher institutions of learning, of the study of English. If our professors have not exactly owned to the theory, they have at any rate acted on the theory that there would be a sort of lapse from dignity if they, whose lips have been wont to con the resounding polysyllables in which the Athenian *demos* talked politics and scandal in the market-place were brought down to the drill and drudgery of mastering our own home-like speech. As might have been expected, the retribution for this aristocratic pedantry, if I may so call it, has overtaken the scholarly class; for plain people can throw it up to us (and with justice, which is the worst of it) that students make bulls in native syntax, who would blush to misconstrue Thucydides, that collegians, strong in all the paradigms, write English after the manner of their washerwomen.

Do not misunderstand me as wishing to underrate Greek and Latin scholarship. I hope I properly value the fine mental discipline to be attained in studying the two noblest languages of antiquity,—tongues so rich and plastic in their verbal forms, so ornate in the architecture of their swelling periods. But we may surely

divide and discriminate; and if, without crying up one branch of learning for the sake of crying down another, we can readjust our scholastic studies to better accordance with our modern needs, we shall be doing no more than is our right and duty as thinking men. In this spirit, we may justly claim for English philology a place in the scheme of the higher education, as honorable as that traditionally accorded to Latin and Greek,—a station on the scholar's Olympus not lower than that on which the classic muse sits with her garlands and singing robes about her.

Happily, this claim is beginning, though but late, to be generously recognized. It is within our own times that a chair of Saxon has been established in venerable Oxford, founded by the Saxon Alfred's royal love of learning a thousand years ago. In our own country, that pregnant movement which we are getting to call the "NEW EDUCATION" has put forth no finer fruit than it has in stimulating a quickened attention to the wealth and worth of our native speech. I rejoice that the study of English has been advanced from the school bench to the auditorium of our universities; and I ask if there could be any more significant expression of the newly realized conviction that English philology is of a value not inferior to the classical philology as an instrument of mental discipline and culture?

The study of English as a science, the study of English in the light of modern linguistics, has already produced in the United States results of recognized worth. Thus, Professor March, of Lafayette College, Pennsylvania, has published an admirable Anglo-Saxon grammar and Anglo-Saxon reader; and the time is not far off when every freshman class of every American college will be made to go through both. Professor Corson, of Cornell, has rendered the elder monuments of English lore easily and cheaply accessible to all students in his lately issued "Early English Literature." In his "Science of Language," Professor Whitney, of Yale, has brought the philology of the entire range of Indo-European languages to bear on the illustration of the organism of English. And without attempting to enumerate all that has been done, I shall merely recall to your mind the post-graduate course of lectures on the English language, delivered by the Hon. George P. Marsh some years ago, under the auspices of Columbia College, and preserved in permanent form in two volumes octavo, as quite the most valuable contribution

made on either side of the Atlantic to the philosophical study of our mother-tongue.

Well, now, I swing back to the thought with which I set out, and if it was not very clear then, I hope it is now sufficiently manifest that we are to seek the renovation and remodeling of our common school course of English study in the extension of the new scholarship down to our elementary text-books, and down to the training received by our teachers in the normal schools.

What is needed is not, primarily, tinkerings at our old type grammars,—why, the ambition of our text-book makers seem to be limited to little flourishes of orignality in the way of terminology,—but a thorough *reconstruction* of the course of English study that shall make THE ENGLISH LANGUAGE itself, and not the abstractions of parsing and analysis the subject of school-drill.

If you ask me for the particulars of such a *magna instauratio* as I have in my mind, I can only answer in the most general way. I believe:

First, that pupils of the lowest grammar-school grades (they will have been grounded in the rudiments by means of oral lessons in the primary grades) shall be introduced to the systematic study of English through a kind of class-book especially adapted to the wants the scholar during the two lower years of the grammar-school course. Such a text-book should be as little as possible like our ordinary formal grammar. It should, in fact, be a series of practical lessons in the English language, omitting sedulously all those purely *theoretical* rules—the inventions of our grammarians—that cover points *on which there can be no possible mistakes*, and concentrating the attention of the pupil on the actual business of writing and speaking English, and so developing, inductively, and from the practical use of English, whatever of formal grammar may be seen to be applicable and of value. For the two upper years of our grammar school course, it is easier to find guides, any of our better grammars will serve, though we are much behind the later English grammarians (as instance, Bain or Adams or Thring) who have been wise enough to draw from the new mines of English opened up through the historical researches into the growth and structure of our tongue.

Secondly, mere formal grammar, which with us is slight,—for Mr. Marsh was not less wise than witty when he called English the

"grammarless tongue,"—must be supplemented by text-books that will bring the mind of the pupil into contact with the *substance* of English. For even when grammatical accuracy has been attained, there are many difficulties in the way of English persons attempting to speak and write correctly. There is the cramping restriction of an insufficient vocabulary; there is also the very common inability to appreciate the differences between words that are at all similar; then there is the difficulty attending the choice and arrangement of words and the danger of obscurity, a fault which cannot be avoided without extreme care, owing to the uninflected nature of our language. If I may be pardoned the egotism—which may be the more pardonable, since I think every principal here has introduced the book into his classes, and most of you have seen your pupils grow under the discipline of the study—I might mention my little "Word Analysis" as at least an essay towards supplying the lamentable lack of any practicable class-book on the English vocabulary and the use of words.

Thirdly, to be firm-based in our method of English instruction, I am convinced that a thorough organic coördination of all the branches of English study must be made,—I mean of those studies which may be styled philological, including reading, spelling, word analysis, grammar, composition, and English literature. The proper *hub* which connects these spokes of the wheel is the Reader. But, unfortunately, we have as yet no series of Readers which can be considered truly *educational*,—they are little other than collections of scraps. This is a pitiful waste of a great opportunity, for the reader is precisely the proper point of meeting of all the English studies, and the center of mutual illumination. You may depend upon it, the time is coming when the scrap-bag theory will not suffice, when teachers will demand readers that shall be really available for the purposes of education.

I notice I have fallen into the critical mood, but, after all, there is a great deal that is encouraging. It is no small thing that our native philology has vaulted to its proper seat in the university curriculum; for we may rely upon it that the learning on the summits will in time find its way down to the plain. And what a grand organism is our English, and how worthy the profoundest study! It appeals to our reverend regard as our mother tongue. It challenges

our liveliest attention by its intrinsic worth as a speech; for I repeat the words of Germany's foremost philologist, Jacob Grumm, when I say that in beauty, and force, and expressive power it is surpassed by no language spoken by man. It commands our most earnest study as the language of the inspired record in the purest, simplest, and noblest form in which it has been presented to modern intelligence, as the living body in which the grandest thoughts ever conceived by the human intellect, the most passionate and powerful creations of literary art, the subtlest and sublimest sentiments that ever voiced themselves in words, have taken up their luminous and ever-during lodgment.—*Ed. Reporter.*

OVERWORK.

If this prosy discussion of a wornout subject has the fortune to find readers at all, no doubt some of them will be teachers who are thoroughly wearied with their labors. With just these we would converse through the columns of the Journal of Education; for we have ourselves had practical knowledge of the *thing* whose name stands at the head of this article.

Of course no one expects a teacher's life to be one of ease. No right-minded teacher would wish to be maintained in sloth, in a style above that of those from whom he drew his support. We all expect and we all welcome work, hard work, and plenty of it. Teachers engage in no strikes for the purpose of artificially diminishing their work or increasing their wages. We have other and better business than money-making. But our own interest unites with that of our charge in demanding that our work be not like the chain and ball of the convict, a clog to the wearer without corresponding benefit to any one. For it is not often the amount of work accomplished that kills; nor is it generally the expenditure of force upon this work that drains dry the fountains of life. It is the want of proper arrangement which makes work doubly wearisome, while it diminishes its value. It is the waste of force in bracing up against unfortunate conditions, such as the depressing effects of bad air, of unhealthy positions, and lack of healthy, pleasant bodily exercise. It is the friction of care, worry, fear; of grief for labor wasted and love lost, perhaps upon those who do not care for the charms of knowledge, and to whom in-

struction is no favor. Through such fissures as these the divine life of the soul leaks out and wastes 'its sweetness on the desert air.' Through such channels more than half our teaching force, we believe, goes to waste. It is vain that we make improvements in other respects. We may search far and wide for the choicest gems of truth; we may improve our arrangements so that if our pupils were young angels instead of young men and women, their budding powers would find ample scope and training; and yet if we lose the freshness and the fire of health and hope from cheek and heart, the keenest shafts of truth will fall powerless from our hands, and we, instead of active forces, shall become objects of contempt upon which those committed to our care may cultivate the worst passions of their nature. Our education, meanwhile, has become a clog instead of a help, a positive means of dividing us from human sympathy.

Now the world has no such abundance of faithful laborers that it can afford, even for its own selfish interests, to wear them out in profitless labors. We owe it to the world to seek a remedy; and this remedy must essentially depend upon the personal will of the teacher. Heaven and earth alike stand ready to help those who help themselves. When our own resolution is fairly taken, and our control over our own forces complete, outside obstacles are of little moment. The victory is already as good as won, if the aim be a reasonable one.

First of all, if the teacher is to be successful even in the lowest, most material sense, he must have some higher motive than that of pleasing everybody. The world itself despises those who betray interests which they know ought to be sacred, not from kindness, but from want of energy to refuse.

In the next place, the teacher must be intelligent. He must acquaint himself with what others are doing. Adding his own reflections, he must decide in his own mind what is to be done and how it is to be done, and must execute his plans, constantly keeping himself in communication with his intelligent fellow-workers, not only that his information may be full, but that his courage and ardor may be kept fresh by sympathy. 'In union there is strength.'

The teacher's love for his work must be that of an independent human being, not of a self-bound serf, blindly rooted either to the work as a whole, or to any particular situation. It is perhaps strange,

but no less true, that there is more true love in an intelligent connection which may be dissolved rather than sacrifice honor, than in a slavery whose yoke must be worn at all hazards.

Thus must the teacher be high in his motives, intelligent, independent; shall we add further, he must have faith in God that he will maintain the right, and faith in man that he will prefer the service of a sincere friend, to that of one who will play the hypocrite only for the sake of money. Dear readers, if our work is crushing us down, if our hearts are aching because our labors are not appreciated, let us look within. Are we intelligent in our comprehension of what ought to be and what can be done? Are we determined to do it? Do we value the approbation of our own consciences, and the favorable opinion of all the wise and good, to the fleeting smile of the few by whom we happen to be surrounded? Have we faith that in the warfare upon ignorance the Governor of the universe is on our side, and that our efforts united with His *must* prevail? If so, victory is assured. If not, let us have a reform within. And let us be sure that when that inward reform is fully wrought, neither the roguery of the young, the ignorance of parents, the apathy of committees and agents, the selfishness of society, the low rate of wages, nor all these combined will be able to conquer us. H.

NATIONAL TEACHERS' ASSOCIATION.

[Continued from our September number.]

THIRD AND LAST DAY.

THE morning session was opened by prayer by Rev. David Crosby, of Nashua, N. H. A paper upon 'The Examination of Teachers' was read by Mr. John Swett, of San Francisco. Mr. Swett began in a humorous way by giving an account of the manner in which he began school-teaching in California, and wanted a system there more like that of New England. Of the 300,000 teachers in America, not more than a tenth were professional teachers. Speaking of examinations, he believed the system of annual examinations a bad one for all concerned, and had done what he could to abolish it. Many scholars in this country were kept,—not taught,—by those who gave

only unskilled labor, and received pay for only this. Boys working their way through college, and girls waiting to get married were placed over many of our schools, and all the good done was to keep the children out of worse mischief by teaching them a few facts in figures and geography. Such schools belonged, geologically speaking, to the old-red sandstone formation, and the fossil teachers of that age should not be continued in power now. There should be in every State a board of examiners made up of professional teachers, and diplomas from one State should be recognized by a regular system in another State. It had gone on long enough that teachers had to pass an examination before a ring of farmers, lawyers, doctors, and horse-jockeys. Questions were asked at some of these examinations so eminently foolish, that no one but a fool could pass upon them. In closing, Mr. Swett spoke of the delight he felt as a wanderer, for twenty years, on returning to New England, and that his feelings were so affected by the scenes of his childhood that he would almost love to lie down under some shade tree and cry like a school-boy.

The subject was discussed by several gentlemen. Mr. Walter Smith, of Boston, then read a paper on drawing (see account of Lewiston meeting).

In the afternoon, Mr. C. O. Thompson, of Worcester, read a paper on the 'Amount and Method of Physical Science in Common Schools.' Mr. Thompson thought if the way were opened, physical science might be advantageously taught in the common schools of lower grades, but that there were now enough studies in most schools without this.

Mr. F. H. Underwood, of Boston, followed with an able paper on 'English Literature in a System of Popular Education.'

Mr. Mori, Embassador from Japan, was introduced and spoke of the desire of his people to have the American system of education introduced into his country.

In the Department of Superintendence, Mr. Joseph Hodgdon, State Superintendent of Public Instruction in Alabama, read an interesting paper upon 'Public Education at the South,' which was followed by a general discussion upon the same subject.

The Normal Department listened to a paper on 'The Relation between Matter and Method in Normal Instruction,' by G. P. Beard, of Missouri. He said the teacher must use matter and method together.

The teacher, like the artist, can only succeed by understanding the material to be used by him and the means of using it. The teacher must know what, as well as how, to teach. He must know what food to give the child's mind. He must, therefore, understand subject-matter before he can teach others. There is a philosophy of teaching, and the teacher must be a philosopher as well as an artist. The normal school ought to supply knowledge of the philosophy of teaching.

A general discussion of the subject was participated in by several normal school teachers and others.

The discussion of this subject was closed, and Miss J. H. Stickney, of the Training School in Boston, opened the discussion on 'Practice Schools—Their Uses and Their Relation to Normal Training.' A teacher, she said, needs three things: a knowledge of psychology in relation to teaching, which, as it is not imparted in high schools, must be in normal schools; a knowledge of social science is also necessary, and practice, the latter of which is worthy of one-third of the attention given to the whole matter. We must look to the wants of the schools to be supplied in deciding what normal schools shall do. The main difference between a first-class high school and a normal school is the development of greater earnestness.

Practice schools will enable teachers to acquire much which they cannot get in any other way. By practice schools she did not mean model schools,—schools of thirty, but rather a school of ten grades, with sixty pupils in each grade. She would have them exactly like other schools, and would prefer that the teachers should go to the school rather than that the pupils should go to the teachers. The growth of character coming from contact with children every day in a practice school is far beyond that which can be attained in any other way.

The most earnest attention was paid to Miss Stickney, during her remarks, by the entire audience, which crowded the room. No exercise has attracted more attention or been better received during the session of the Association, and none received higher compliments.

In the department of Higher Instruction, the session was opened with an address upon the 'Method of Teaching English in High Schools,' by Professor March, of Lafayette College, Pennsylvania.

In regard to the subsequent course of instruction, the professor

made the following suggestions: First, that good habits of speech in conversation are caught rather than taught, and accordingly there should be times set apart for free conversation in the school-room, in which both teacher and pupils should take part, the former in the attitude of a critic. Second, the declamation of choice passages of English literature is an important means to proper education. Third, there should be special exercises in regard to errors of speech, not such errors as were comprehended by the word 'slang,' but errors of construction of sentences. In regard to slang he remarked that too much study of slang made the students too much masters of slang. Fourth, translating from other languages is really studying and practicing the English language, and should be carefully improved as such. Fifth, in all studies that admit of it, the practice of teaching by topics should be followed. The student should stand up and face his audience in the school-room, and speak to them upon the subject on which he is to recite. This last was the most efficient means the professor knew of for giving power of connected discourse. In respect to pronunciation he followed the modern usage in all writers since Chaucer, and the Anglo-Saxon pronunciation in regard to writings of an earlier date. Shakspeare was the writer upon whom critical power could be lavished to any extent, and the critical reading of his works was very instructive, both in regard to the perfections and the defects there to be found.

At the close of the address several questions were asked the professor, and Professor Greene, of Providence, and Professor Tuttle, of New Bedford, made remarks in general approval of the ideas advanced by the lecturer.

In the evening a social gathering took place at Faneuil Hall. At about 9 o'clock a collation was partaken of, when Rev. Mr. Waterston, of the Boston school committee, addressed the audience, and was followed by Hon. A. H. Rice, of Boston; Mr. B. G. Northrup, of Connecticut; Hon. Joseph White, of Massachusetts; Hon. E. E. White, of Ohio; Gen. John Eaton, jr., of Washington; J. P. Wickersham, of Pennsylvania; Mr. Hodgson, of Alabama; and William T. Harris, of St. Louis.

In the report of this convention the limited space of our journal has compelled us to omit many minor details of business, and to

abridge very much the contents of the several papers read. Many of the discussions have, for the same reason, been passed over entirely.

We think there can be no doubt that the meeting has accomplished much good, and left a very favorable impression upon those in attendance. As we have before stated, the presence of the active, wide awake educators of the West, added much to the interest and value of the meeting.

How Pencil Leads are Made.—Graphite, clay, and water are the materials used. The finest graphite, after being finely ground, is mixed with a peculiar blue clay, found only in Bavaria, and the whole kneaded with water to the consistency of putty. This mess is placed in a strong cylindrical iron vessel, in the bottom of which is a hole of the diameter of the lead desired. A plunger forces the mixture out through this small opening, which is received on metallic sheets, which, when filled, are placed in an oven for baking. The softness or hardness of the pencil depends upon the degree of hardness to which the baking is carried. The leads are afterward broken up into the sizes required. Nine different sizes of leads are made, and numbered from 1 to 9. The trade is mostly supplied from manufactories in Philadelphia.

A Massive Telescope.—Mr. Clark, at Cambridgeport, is making the largest refracting telescope in the United States, for the naval observatory in Washington. It has an object glass 26 inches in diameter, being eleven inches larger than the one at Harvard College, and when finished is worth $23,000. The two glasses—it requires two to make an object glass—weighed in rough 250 pounds, and cost $7,000. They arrived in this country about six months ago, from Birmingham, England, and ever since the work of polishing and repairing them has continued unremittingly. Over 50 pounds have been cut from the flint glass, which now weighs 110 pounds, and the other when finished will weigh about 73 pounds. The total cost of the instrument will be $46,000.

RESIDENT EDITOR'S DEPARTMENT.

THE STATE MEETINGS.

For several years past, there has been a general desire to change the time of holding the annual meeting of the State Teachers' Association, which has usually occurred during Thanksgiving week. Its interference with the social engagements of teachers during that week, is believed to have prevented the attendance of many who would otherwise have been present. It will be seen by the programme of the meeting, published in this number, that a change has been made, and that the association will meet at Bangor the 22d of this month. We shall now have an opportunity to see whether teachers really prefer a different time from that of former meetings. We hope the occasion will be improved by very many, and that we shall have a full meeting. The programme is varied and inviting. Go one, and go all.

STATE TEACHERS' ASSOCIATION.

The sixth annual meeting of the Maine State Educational Association will be held in the city of Bangor, Oct. 22-24.

ORDER OF EXERCISES.

TUESDAY, OCT. 22.

10 A. M.—Opening Exercises and Organization.

10.30 A. M.—'Teaching illustrated by Language or Grammar.' Paper by Samuel F. Dike, D. D., Superintendent of Public Schools, Bath, Me.; followed by discussion of the same.

11.15 A. M.—Town *vs.* District System. Discussion, opened by W. J. Corthell, Superintendent of Schools, Calais.

2 P. M.—'Relation of our Intermediate Schools and Common Schools.' H. P. Torsey, D. D., Kent's Hill; followed by discussion of the same.

3 P. M.—'Educational needs of Maine.' Discussion, opened by Prof. C. H. Fernald, Orono, and Hon. Warren Johnson, State Superintendent of Schools, Maine.

7.30 P. M.—'Systematic Elevation of Teaching.' Address, Hon. Thos. S. Rand, Frederickton, Chief Superintendent of Schools, New Brunswick; followed by discussion.

WEDNESDAY, OCT. 23.

9 A. M.—'Modes of Teaching Physical and Political Geography.' Hon. J. H. French, Superintendent of Schools, Vermont.

10 A. M.—Free Text-books for Free Schools, and principles which should determine the character of Text-books used. Discussion, opened by J. G. Coburn, Esq., Lewiston, and Galen Allen, Bath.

11 A. M.—Demand for Free High Schools,—means of establishing them. Discussion, opened by A. P. Stone, of Portland, and C. P. Roberts, Supt. of Schools, Bangor.

2 P. M.—Music in Schools,—mode of teaching it. L. W. Mason, Boston. Discussion of same subject, opened by N. A. Luce, Freedom.

3 P. M.—Claims of Industrial Education. Address, C. F. Allen, D. D., President State Agricultural College, Orono. Discussion of that and other subjects the remainder of the session.

7.30 P. M.—'The Rights of the Taught.' Address, Prof. William M. Barbour, D. D., Theological Seminary, Bangor. Discussion.

THURSDAY, OCT. 24.

9 A. M.—Complete System of Public Schools for the State. General discussion, opened by Horatio E. Swasey, South Paris.

10 A. M.—'Departmental Instruction in Graded Public Schools.' Paper, Mrs. Moses Woolson, Boston. Discussion by C. B. Stetson and others.

11 A. M.—What more than Reading, Writing, Arithmetic, Geography, and Grammar should be taught in Public Schools? Discussion, E. H. Elwell, Esq., Portland, and G. T. Fletcher, Castine.

2 P. M.—Reports of committees, election of officers, and other business.

3 P. M.—General discussion.

7.30 P. M.—'The Principles which should Inspire the Teacher.' Address, Rev. H. F. Harrington, Supt. of Schools, New Bedford.

The attempt has been made, in arranging the work for this meeting of the Association, to present such topics as will interest all who have at heart the welfare of our State. Let us have a large attendance and hearty co-operation from those who sympathize with our work.

Hotels in Bangor will furnish entertainment to members of the Association at $2.00 and less per day.

Free entertainment will be furnished ladies, by applying to C. P. Roberts, Bangor, inclosing stamp for return letter, or to the reception committee on their arrival.

The railroads and steamboats will furnish free return tickets to members of the Association.

THOMAS TASH, *President.*
W. J. CORTHELL, *Secretary.*

TEACHERS' INSTITUTES.

THE principal instructors in the Institutes this season are Jonathan Tenney and Mrs. Diehl, formerly Mrs. Randall. They have both had good experience, and are well qualified for their work. The following is a list of the Institutes, with time and place, several of which are already past:

South Paris	Aug. 26	Belfast	Oct. 14
Damariscotta	Sept. 2	Skowhegan	" 21
Rockland	" 9	Augusta	" 28
Machias	" 16	Bath	Nov. 4
Ellsworth	" 23	Farmington	" 11
Orono	" 30	Lewiston	" 18
Dexter	Oct. 7	Biddeford	" 25

MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION AT LEWISTON.

THE forty-third annual meeting of this association commenced in the Grammar School building, Lewiston, Tuesday, Aug. 13.

The Board of Directors held a business session at 4 P. M., and the first meeting of the association proper took place at 7½ o'clock in the evening.

At the opening of the session the attendance was very fair, although the attendance from our own State was small. Among the distinguished and well-known educators from abroad we noticed Prof. S. S. Greene, of Brown University, Providence, R. I.; E. E. White, of Columbus, Ohio, formerly State Superintendent of Education; D. B. Hagar, Principal of Normal school, Salem, Mass.; E. B. Hale, Superintendent of Schools, Cambridge, Mass.; A. H. Davis, Principal of High Scoool, Worcester, Mass.; Thomas Emerson, Superintendent of Schools, Newton, Mass.; B. F. Tweed, Superintendent of Schools, Charlestown, Mass.; C. Hammond, Principal of Academy, Monson, Mass.; J. K. Pickard, Superintendent of Schools, Chicago, Ill.; John P. Gross, Principal of the High School, Montclair, N. J.; Rev. Dr. C. A. Bartol, of Boston; H. E. Rockwell, of Washington, D. C., the official reporter of the Institute; George T. Littlefield, Principal of the Grammar School, Charlestown, Mass.; Hon. Zalmon Richards, of Washington, D. C.; S. W. Valentine, Brooklyn, N. Y.; M. C. Stebbins, Esq., Springfield, Mass.; A. E. Winship, Bridgewater, Mass.; W. A. Mowry, Providence, R. I., Mr. Lyon, of Providence, and many others. Superintendent Johnson and Mr. Rounds, of the Farmington Normal School, were also present.

At a quarter to eight o'clock the meeting was called to order by Abner J. Phipps, of West Medford, Mass., President of the Institute.

Rev. Mr. Ford, of Lewiston, invoked the Divine blessing.

The proceedings of the last session, at Fitchburg, Mass., were read by D. W. Jones, of Boston, Secretary of the Association.

The President announced that the lectures and papers, together with the doings of the last Convention had been printed, and were for sale at one dollar per copy.

Hon. M. T. Ludden, of Lewiston, then made a few remarks of welcome, after expressing his regret that the Mayor of the city, as well as the Chairman of the Board of Education, were neither able to be present to perform so agreeable a duty. The hearts and hands of the citizens of Lewiston gave a most hearty welcome to the members of the Institute, and their hospitalities were most gladly extended. He spoke of the great good that he felt assured would come from the deliberations of the Board, and was in hopes that many lessons of usefulness by the session to the schools of Lewiston and of the country would be learned. Their deliberations would have a bearing on our national character, and the Association has been well called American. As he had watched the progress of education he had noticed that great good

grew out of these meetings. In behalf of the Mayor and the Chairman of the Board of Education, he would again extend a most cordial welcome.

The President, in behalf of the Institute, returned his thanks for the kind invitation that had been extended to hold the meeting in Lewiston, and for the cordial welcome which had been given with such expressions of kindness and sympathy. He spoke of the objects of the meeting, what had been done in the past, and its purpose to discuss the great interests of education in the land, and to consider their promotion, which was more important in character than anything else. The President said he was sorry to announce that, either by his own negligence, or through some misunderstanding, that Mr. Speaker Blaine was not present to deliver the opening address, as was expected. He was happy to announce, however, that another gentleman had kindly consented, at short call, to take his place. He also stated that it might seem somewhat anomalous that none of the educators of Maine were announced in the programme, but the omission was not by any fault of his, he not being able to secure their services. He then introduced the Hon. J. L. Pickard, Superintendent of the Chicago Schools.

Mr. Pickard began his remarks by saying that he might be permitted to speak for Maine, as it was the State of his nativity. Over thirty years ago he had traversed certain portions of its territory from morn till night, with plow and harrow. In the city of Lewiston he claimed some personal interest, and perhaps that city might allow him to speak for the State. (Cheers.)

He then referred to his boyhood days, the scenes of which crowded thick upon him. There was a time when he knew nearly every person in Lewiston, Auburn, and Danville, but now he recognized but few familiar faces. Thirty years had produced a great change. He furnished some very entertaining recollections of his school-boy days, and added that of the ten teachers which then taught, only one now follows the profession of teaching, and nearly all of them are now living.

He then proceeded to enumerate and dwell upon some of the hindrances in the work of making teaching a profession, in which he showed that a large majority of the teachers in the country, the great portion of whom are women, who were doing their work nobly so far as they go, cannot pursue teaching as a life-work. From a historic standpoint he spoke of the estimate put upon the teachers' profession. He referred to Shakspeare's description of a teacher in his day; to Dickens, who gives us a type of a schoolmaster in Squeers, who gave his scholars sulphur and molasses; to Irving, who furnishes us with a lean, lank schoolmaster of his time, who looked like some scarecrow who had escaped from a corn-field. And thus had writers satirized the schoolmaster and schoolmistress of their day, and made them historic. Can we go far and not find some types of these schoolmasters and schoolmistresses to-day? A Western schoolmaster, whose school he once visited, in a slight confusion that took place, commanded his scholars to 'dry up,' as he heavily brought his stick to the desk, a command which, while it brought silence, did not meet with his approval. He trusted that none would feel hurt at the descriptions which he gave of the actual schoolmaster of to-day, which did

not apply to any of those now present. The truth was that teachers were too slip-shod, inefficient, and thoughtless in their work. There was a lack of conviction within ourselves that the work of teaching is not one worthy of our highest efforts. It is a work that lays at the very foundation of society, and of our national existence. How many of us feel it? Those whom he had described were not schoolmasters and schoolmistresses of that thorough conviction to make the work of teaching a life-work.

The fact is, our teachers have not control of their work. Those who are appointed or licensed to teach, are not examined by those competent to judge of their ability or qualifications. He suggested they should be examined and appointed by those who thoroughly know the work of education. Then again, on the part of teachers there is not a generous culture. There is a tendency to run in little narrow ruts. In no other profession is presented so good an opportunity for outside display and show and clap-trap and humbug as in the teachers' profession. There is a disposition on the part of teachers to get along with as little labor as possible, and to secure as much popular favor as possible, by certain means which he had just described. We need real men and real women as teachers. There is too much disposition to make a farthing light appear as a Drummond light. The people, who love to be humbugged, are to be blamed. They had rather the child would show off some little characteristic, instead of some real substantial good. The fact is, when we, as teachers, come down to making ourselves what we ought to be, we shall then lay the foundation for substantial teachers. The tendency of nepotism and daddyism, which he described, was eating out the very life of teaching. He advised a broad, generous culture for teachers, and counseled an earnest work to make teaching a profession, and to have it stand on a higher plane.

Mr. Pickard's address was highly applauded.

WEDNESDAY MORNING.—The session of the Institute was opened at Lyceum Hall. Prayer was offered by Rev. E. M. Haynes, of Lewiston.

DRAWING IN OUR PUBLIC SCHOOLS.

An admirable paper was read by Walter Smith, Esq., of Boston, State Director of Art Education in Massachusetts.

Mr. Smith began by saying, in no other country are educational meetings held so frequently as here. In England there is a sort of teachers' institute held in London, to instruct teachers in art and science, but there is no broad plan in England like ours, where the professors go to the teachers. Recent movements here and abroad indicate progress in schemes of education. The purpose of education is to enable a man to get on in this world and pay a hundred cents on a dollar. True education also strives to make men happy as well as solvent. The tendency of modern education is to elevate the masses rather than to confine learning to a few. Society now strives to secure that every citizen shall have an education. When I compare the condition of England, my native country, with that of America, in respect of popular education, I am inclined to haul down from the flagstaff the union jack and run up the stars and stripes. [Applause.]

The speaker said he thought it best to use the eyes and the fingers first in a manner not likely to tire the mind. Schools should be extended in two directions—downward, into the kindergarten, and upward into the polytechnic. A system of drawing simple enough to be understood by all teachers and learned by all scholars was needed.

The first thing to do in the arrangement of drawing, was to make each step a stepping-stone to the next in regular order. The power to draw should be given to all who would need it in their future business, just as writing was taught to those who would use it. In the high school, if good training had been had in the lower schools, drawing might be considered as an art in its elementary stages.

Teachers should all be able to teach this branch as well as others, for the introduction into a school of a special teacher for teaching drawing had the effect to make scholars believe the study very difficult, and many children who were indifferent at drawing lines, were very quick at drawing conclusions.

The importance of drawing from memory was urged, in order to impress the mind of the learner. Four lessons of half an hour each per week would do for young pupils.

In closing, Mr. Smith said: There is yet an absence of appliances with which to teach, but these will be forthcoming. We have much to learn and little to unlearn, and I expect to live to see European travelers coming hither to see what America is doing in art. This must be the result of drawing in our common schools.

Reverence and love of the beautiful in nature and art will increase the happiness and enhance the material prosperity of a nation. It is for us to bring the power and charm of art within the reach of all.

COMMITTEES.

The President announced the following nominations:—Committee on nominations,—D. B. Hagar, of Mass.; Warren Johnson, of Maine; W. A. Mowry, of Rhode Island; S. S. Greene, of Rhode Island; J. S. Barrell, of Maine; M. C. Stebbins, of Mass.; T. W. Valentine, of New York.

On Teachers and Teachers' places,—A. P. Stone, of Portland; Thos. Tash, of Lewiston; E. B. Hale, of Cambridge.

On Resolutions,—Merrick Lyon, of Providence; Z. Richards, of Washington; C. C. Rounds, Farmington.

The subject of Mr. Smith's paper was discussed by Prof. Greene, of Providence; Mr. Richards, of Washington; and Prof. Tweed, of Charlestown, Mass.

MUSIC IN SCHOOLS.

An able paper on music in schools was then read by J. Baxter Upham, M. D., chairman of the committee on music, of the Boston School Board.

Mr. Upham gave a sketch of the rise and progress of the study of music in our public schools, and especially in the schools of Boston, where in 1839 the study was first regularly introduced by the school board.

The inquiry now is, not whether music shall be taught in our schools, but how it shall be taught. Some still express a doubt whether many children can learn music. In one school of 1000 pupils, less than a dozen but learned music. As we ascend from the lower to higher grades discordant voices disappear.

This is the plan adopted in the Boston schools: The general control is in the hands of a Musical Superintendent; he teaches music in the high school; the grammar grade is taught by two professional teachers; the primary schools are taught by one professional teacher. Fifteen minutes each day is devoted by the teachers of the primary schools to music. There are over 32,000 pupils in Boston schools learning music. Pianos are in nearly all the school-houses. A series of progressive elementary charts with a teachers' manual is placed in every room.

Text-books in music may be dispensed with, if the teacher has the charts and manual explaining them. General instruction in music in our schools will create refined and educated speech.

Mr. Mason, teacher of music in the primary schools of Boston, illustrated his method of instructing children in music—a class of children from the Lewiston schools coming upon the platform for this purpose.

AFTERNOON.

Mr. F. H. Underwood, of Boston, presented a paper entitled 'English Literature, and the place it should occupy in Popular Education.' In the early part of his remarks, the speaker said that owing to the great interest given to politics in this country, our literary men did not receive the attention they should, but future generations would do them honor, and men would be proud to tell in after years that they had once seen or heard Longfellow, Lowell, or Emerson. The knowledge of literature was very limited when compared with other studies in our schools, but the speaker considered the gems of thought from our great authors of as much importance as the opinions of Franklin Pierce or James K. Polk. There could not be such a thing as too much reading of good authors. English literature contained more of real interest and beauty than the stores of classic literature combined. 'Our own literature must be considered as the best part of our history, and the just basis of our national pride. It may be said to have commenced within the memory of men now living; for the venerable Bryant is the earliest of our great poets, and Irving, Cooper, and Channing were the first of our classical prose writers. In less than fifty years we have produced works in all departments of human thought which the world will not let die, and which our mother country is becoming proud to own and adopt. Let us see to it that our youth are taught properly to appreciate these treasures, and for that end let us endeavor to appreciate them more fully ourselves.'

Rev. Dr. Bartol, of Boston, next delivered a lecture on, 'The Idea of Industrial Education.' The lecture was quite lengthy, and contained many keen sayings, but we are unable to give a report of it.

EVENING.

The evening session was occupied by Senator Patterson, of New Hampshire, in an able address on 'The Influence of Education upon Labor.' The senator was formerly professor in Dartmouth College, and is a live educational man, as the well-considered points of his address plainly showed.

THURSDAY.

The proceedings opened with prayer by Rev. J. S. Burgess, of Lewiston.

The committee on nominations reported a list of officers of the Institute for the ensuing year, which was adopted. M. C. Stebbins, of Springfield, Mass., was elected President, with forty-two Vice-presidents; Secretary, W. E. Eaton, Charlestown, Mass.; Assistant Secretary, Alfred Bunker, Boston, Mass.; Treasurer, George A. Walton, Westfield, Mass. Twelve Counselors were also chosen. The Vice-presidents from Maine are Thomas Tash and J. S. Barrell, of Lewiston; Warren Johnson, of Augusta; and A. P. Stone, of Portland.

It was voted that the session close at 4 o'clock this afternoon.

The annual report of the directors was presented and placed on file, by which it appears that the committee on publications have published 300 copies of the annual volume, at an expense of $329.81. One hundred and seventy copies of these volumes have been sent to members of the Institute entitled to them.

The report of the Treasurer was received and placed on file, by which it is shown that he has received the past year, $891.97; paid out, $862.94. Balance, $29.03. Money in treasury, $250. Total balance in favor of the Institute, $279.03.

The decease of the following members of the Institute were appropriately recognized by the adoption of suitable resolutions of respect to their memory: Rev. Charles Brooks, of Medford, Mass.; Rev. Cyrus A. Crane, D. D., of East Greenwich, R. I.; William Seaver, of Northboro', Mass.; Albert A. Gamwell, of Providence, R. I.; and Dr. Lowell Mason, of Orange, N. J.

Previous to the adoption of these resolutions, appropriate remarks were made by Rev. Charles Hammond, of Monson, Mass., and Prof. Greene, of Providence, R. I., confined to sketches of the life and character of Dr. Lowell Mason, and his methods of developing and teaching music, in the grand line of work which appeared to have been assigned to him, and in which he was so eminently successful. Merrick Lyon, of Providence, spoke in eulogistic terms of the late Rev. Cyrus A. Crane. Mr. W. A. Mowry, of Providence, offered a tribute of respect to the memory of Albert A. Gamwell, by a brief sketch of his life and character.

A lecture by Nathaniel T. Allen, of West Newton, Mass., was delivered on 'The system of public instruction in Prussia,' in which he considered the subject under four heads,—the system, grades and their work, schools for girls, criticisms and suggestions.

In no department can we gain more than by employing the Kindergarten method of Germany. It is a discovery of God's truth, not an invention. In these German schools there is an acknowledgment of the inequality of the

sexes. There is a radical difference in the course of study of boys and girls. There is much in the German system valuable for us, but we must discriminate closely. He thought the German system inferior to the best specimens of our own. From his observations he was satisfied that among their defects the German schools were autocratic; they were grossly unjust and illiberal toward women; the system was undemocratic; the schools are denominational and narrowly bigoted; the schools are not free. The methods of imparting instruction are in the main excellent, yet they have defects. We may adopt such features of the system as are adapted to us, and no more. The work in our school-rooms is not so efficiently performed as in Germany. Our system of public instruction is such that we cannot at present introduce new reforms and improvements. He further indicated comparisons between the German system and our own.

At the close of the reading of Mr. Allen's paper, several questions were put to him relating to the German schools, which he answered.

A paper was presented by E. C. Pickering, Professor in the Institute of Technology, Boston, on 'The Laboratory Method of Teaching Physics,' in which he dwelt more particularly with a view to the introduction of the system into high schools and academies. In his judgment the cost of its introduction would not exceed the cost of the apparatus in common use. Various experiments on the strength of materials, and the construction of bridges were described.

AFTERNOON.

The afternoon exercises opened with a lecture by Hon. E. E. White, of Columbus, Ohio, on the 'Criterion of Education.'

He commenced by stating that two extreme theories are earnestly contending for the control of American education; one of them asserts that the sole end of school training is the development of man's faculties in harmony and equipoise. All lower ends are dismissed as unworthy of consideration. The practical utility of knowledge in business affairs is accepted as its efficient condemnation as an element of education. Culture, it is urged, has nothing to do with life's toils and struggles. Over against this theory is that of educational criterion which asks of every school-study, 'Of what practical use will its facts be in the shop, or in the store, on the farm, or in the factory, in managing a railway or a bank?' This is that narrow utilitarianism of which Froude of England is, perhaps, the extremist advocate.

After considering the law of subordination,—the body to the soul,—the speaker passed to consider the universal law ruling in man's nature. After a brief survey of the ends of human existence, he summed up by stating that man has a duplex nature, or immortal soul, and a mortal body. The former the supreme worth, the latter the wondrous means of the soul's activity and perfection. The first and highest function of school-training is the development and culture of all man's powers and faculties in due harmony and equipoise.

The subordinate function is to impart a knowledge of those things practically useful for guidance. The first aim is discipline, the second knowledge.

The study that meets both tests is of assured value. We must teach our children common knowledge. Instruction in special trades can receive but little attention in the course of education. The future calling of an American boy does not fall within the certainties of intuition. What man most needs for the business and labors of life is not so much special knowledge as mental aptitude and power. The prime question to determine the worth of knowledge is not whether it bears directly on the labor of the farmer or mechanic as such, but rather will it fit him as a man for complete and successful living.

Knowledge has its intrinsic value, and its possession has its own reward. Our schools and colleges should have for their first aim the development and culture of man as man, and his elevation toward the best ideal. Secondly, they should furnish him with the knowledge necessary for guidance in the activities of life. He pleaded for an education that prepares the mind to think the truth, the heart to enjoy it, the will to purchase it, and the hand to perform it.

Mr. White's lecture was an admirable one, and gave great satisfaction to the audience, who gave him frequent applause.

Resolutions of thanks were passed to the speakers, citizens of Lewiston for their hospitality, railroads, etc.

Brief representative speeches were then called for from the several States. Mr. A. P. Stone, of Portland, spoke for Maine; Mr. Hammond, of Massachusetts, for that State; Mr. Mowry for Rhode Island; Dr. Lambert for New York; Mr. Gross for New Jersey, and Mr. Pickard for Illinois.

After these remarks, Mr. Stebbins, the newly-elected President, was introduced to the audience, and accepted the position.

The singing of the doxology brought the exercises of the session to a close, at a little past four o'clock.

The meetings of the Institute, at this session, were, on the whole, very good. The attendance ought to have been larger from Maine, and would have been, we think, had the meetings been earlier and more widely advertised. Many who had been at the Boston meetings the week before, could not spare the time to attend before their return to their homes in the West and South. We hope the Institute will again visit our State.

So GENERAL has the public confidence become in Dr. Ayer's medicines, and so great the demand for them, that unprincipled villains are attempting to deceive the unwary by imposing upon them their worthless nostrums under a similarity of name. Cherry Pectoral Lozenges, Dr. Ayer's Troches, Ayer's Pastiles for Coughs, Cherry Pectoral Cough Drops, Ayer's Fever and Ague Cure, Dr. Ayer's Indian Pills, &c., &c., (none of which are of Dr. Ayer's manufacture or composition) are specimens of this villainy and deceit. They not only defraud the sick of their money but of their health, or the recovery of their health, which is far more important than money. From actual counterfeits the people are protected by law which the Doctor promptly enforces, but these evasions sometimes elude the law, and purchasers must protect themselves by refusing to be deceived by them.—*Dover* (*N. H.*) *Bee.*

EDUCATIONAL INTELLIGENCE.

MAINE.

The entering class at the Castine Normal School numbers 33. The new building will be finished by December.

The Agricultural College at Orono has 37 students in its entering class, and 70 in all.

The Freshman Class of Bowdoin College is quite large, numbering, we are told, about sixty.

Major Sanger has two drills of the College boys each day, one in the forenoon for artillery, and one in the afternoon for infantry.

Wm. G. Means, Esq., of Andover, Mass., has given a scholarship yielding $100, 'to aid some young man in obtaining an education' in Bowdoin College,—in memory of his brother, the Rev. James Means, of the class of 1833, who died at Newbern, N. C., and in the United States service.

At the Farmington Normal School the new class numbers 36, representing nine counties of the State. The school has two new teachers this year: Miss Jennie M. Hodgden, a graduate of the school of the class of '67, and Miss Helen B. Morton, a graduate of the Salem Normal School.

SCIENTIFIC LECTURES.—Prof. Brackett, of Bowdoin College, is in the field as a scientific lecturer. He commences a course on heat, light, and electricity, in Portland, Oct. 4th. The reputation of Prof. Brackett should be sufficient to secure for him a generous patronage. Our towns and villages can have no more interesting or profitable entertainment than a good course of scientific lectures. The professor has superior apparatus and means for illustration.

Hon. Asa Packer, the founder of Lehigh University, at Bethlehem, Pa., has offered to give to the Institution $250,000, in case the trustees will raise $125,000. He also offers to double his gift in case the trustees will raise $125,000 more.

BOOK TABLE.

COLTON'S GEOGRAPHIES. New York: Sheldon & Co.

Colton's new geographical series comprise two new books. The *New Introductory* is a neat well-illustrated book, and with very clean and well-executed maps. Difficult words are pronounced in the body of the work, and a pronouncing vocabulary and general review are given at the close. *The Common School Geography* is a larger work of 130 quarto pages, with illustrations and maps of a high order. The descriptive text is very good, and the general treatment of the whole subject is methodical and judicious. The first series of maps contain only what is important to be learned by the

pupil, and are not therefore encumbered by useless detail. There is also an excellent railroad map of the United States, showing all the principal routes of travel, and accompanied by questions for recitation exercises. This is followed by a series of finely executed reference maps of the United States, a treatise on map drawing, a pronouncing vocabulary, and several pages of statistical tables, recent and full. The book is one of great merit.

VOL. 4, OF SCRIBNER, closes this month. In and about Paris, finely illustrated, Modern Athens, and Topics of the Times, will especially interest teachers.

In the list of good things in the PHRENOLOGICAL JOURNAL for October, is a portrait and sketch of the late Lowell Mason, the veteran teacher of music.

THE ADVENTURES OF A BROWNIE, is the title of a charming little book by the author of 'John Halifax,' published by the Harpers.

Teachers who are making up their list of publications for next year, should include Littell's Living Age. See our club-list.

ELEMENTS OF PHYSIOLOGY AND HYGIENE. By R. T. Brown. Cincinnati and New York: Wilson, Hinkle & Co.

There is more freshness about this little work than is generally found in elementary treatises in this branch. It is written by one who has the faculty of adapting his treatment of his subject to the minds of students, and of selecting what will be of essential service in giving young people that knowledge of themselves that will aid them in the preservation of health. The book is published in most excellent style.

GEOMETRICAL ANALYSIS. By Benjamin Hallowell. Philadelahia: J. B. Lippincott & Co.

It is quite refreshing to find a book that goes beyond the beaten track of routine work. This book treats of the construction and solution of various geometrical problems from analysis, by geometry, algebra, and the differential calculus; also the geometrical construction of algebraic equations; and a mode of constructing curves of the higher order.

FIRST BOOK OF ANALYTIC ANATOMY, PHYSIOLOGY, AND HYGIENE. By Calvin Cutter. Philadelphia: J. B. Lippincott & Co. Portland: Loring, Short & Harmon.

This little book by the veteran author of several works in this branch, received its finishing touches but a short time before his death. It is fresh, and will be useful in school and the family.

LATIN LESSONS. By B. F. Leighton. Boston: Ginn Brothers.

This book is prepared to accompany Allen & Greenough's Latin Grammar, and covers the elementary work of the pupil. Its selections are varied, and the notes and vocabulary good.

A PRACTICAL COURSE WITH THE GERMAN LANGUAGE. By W. H. Woodbury. New York: Ivison, Blakeman, Taylor & Co.

Mr. Woodbury has been for some time before the public as an author of text-books for the study of German. In this volume he has given us the re-

sults of more than twenty years' experience. The book is moderate in size, and seems to contain all that is needed by the student, and is well arranged for use.

THE CHILDREN'S HOUR for October, has a very excellent table of contents. The publishers, T. S. Arthur & Sons, Philadelphia, issue the LADIES' HOME MAGAZINE in good shape.

THIRTY YEARS IN THE HAREM. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The title of this book will enlist the curiosity of readers, and the style in which it is written, and the incidents therein mentioned, will cause it to be read through. It is the autobiography of Meleh-Hanum, wife of a Turkish officer of high rank, and gives us much information in regard to Mormonism in the East.

A FRENCH VERB BOOK. By Ernest Lagarde. Philadelphia: Eldredge & Brother.

The French verb is very fully and completely treated in this book, and will be a great assistance to teacher and student.

MONTEITH'S COMPREHENSIVE GEOGRAPHY. New York: A. S. Barnes & Co.

This is not one of a series, but is comprehensive, and embraces a complete course in geography. The subject is treated exhaustively, and is all compressed within 96 quarto pages.

THE INSTITUTES OF ENGLISH GRAMMAR.
FIRST LINES OF ENGLISH GRAMMAR.
By Goold Brown. New York: Wm. Wood & Co.

The reputation of Brown's Grammars has long been established, and those teachers who are familiar with his works know very well how much is due to him for the service he has conferred upon the study of our language. We are glad to see new editions of the books.

MICHAEL FARADAY. By J. H. Gladstone. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

This little book, giving an account of the life, character, and discoveries of the distinguished Faraday, is a very choice contribution to the list of books which one delights to read. No teacher can fail to be intensely interested in it.

A GENERAL INDEX TO FOURTEEN POPULAR TREATISES ON NATURAL PHILOSOPHY. New York: Ivison, Blakeman, Taylor & Co.

A 'Massachusetts Teacher' has prepared this book for the use of students, teachers, and artisans. The contents of the book are indicated by the title. The plan of such a book is novel, and must be useful.

HOPE DEFERRED, AND THE MAID OF SKER, are the titles of Nos. 380 and 381 of Harper's Library of Select Novels.

We are indebted to Hon. John Eaton, jr., Commissioner of Education, Washington, for a copy of his circular of information upon the Kindergarten.

LIPPINCOTT for October, opens with a very finely illustrated article entitled, From Lake Superior to Puget Sound.

LOVE'S LABOR NOT LOST, is the title of an article by Gail Hamilton, in Wood's Household Magazine for this month.

THE LADY'S FRIEND for October is an interesting number. This is one of the really readable ladies' magazines, and holds on its way with great steadiness. See club-list.

THE HERALD OF HEALTH for September has a rich table of contents. We notice especially a discussion on the question, 'Shall Girls Study Medicine?' participated in by four Women Physicians. $1.25 per year, by Wood & Holbrook, New York.

THE NURSERY for October has more good reading and pictures for children than can be had elsewhere for the same money.

THE SCIENCE OF HEALTH for October contains an illustrated article on Popular Physiology, showing the effects of improper dressing, and improper positions in sitting, standing, and sleeping, and much other good reading.

HARPER for this month has four splendidly illustrated articles, The Buccaneer, Down the Danube, New York Harbor Police, and Nathaniel Hawthorne.

OLIVER OPTIC'S MAGAZINE for October contains 'Little Bobtail,' the leading story by Oliver Optic, illustrated; 'Only Girls,' illustrated; four chapters of Elijah Kellogg's 'Winning his Spurs,' illustrated; a story by Sophie May; a humorous dialogue by Geo. M. Baker, entitled 'Gentlemen of the Jury,' etc.

PETERSON for October is as entertaining as ever, and is thoroughly illustrated.

VICK'S Illustrated Bulb Catalogue is received. It contains all the information needed for the successful growing of bulbs. The illustrations give you a perfect view of the habits and character of all plants.

OUR YOUNG FOLKS for October is sparkling all through with short unctuous, juicy, and pithy articles that one cannot leave till finished. Now is the time for clubs for next year.

We have received from Geo. Stinson & Co., Art Publishers of Portland, Me., fine Steel Engraved Portraits of the Presidential candidates. The workmanship is superior, and the likenesses correct, we think. They employ agents to sell the pictures, and as capital is not required for the business, any man, woman, or child can take hold of it in their own vicinity, devoting a part or the whole of their time, with prospect of success. Circulars and terms are sent to any one on application.

THE ALDINE. John Hay says: 'I think the prosperity of a magazine so admirably edited and printed [and designed], is cause for felicitation among all who love letters. Every copy sent into the country is a missionary of taste and culture.' SO SAY WE.

TEACHERS' BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

GENTLEMEN.

No. 1. A graduate of Bowdoin College desires a situation to teach during the Spring or for a year. Has had experience as principal of Academies and public schools.

No. 2. Graduate of Nichols Latin School and Maine State Seminary. Had experience in Common, Grammar, High School, and as principal of Academy. Desires a situation as associate principal or assistant in a first-class Seminary or High School. Salary, $1,000 upward.

No. 3. Is a graduate of a High School and Normal School; has had several years' very successful experience as teacher in one of the best High Schools in the State. Salary $600.

No. 4. A student of a New England College wishes a chance to teach for one year in a High School or Academy. Has taught four terms.

LADIES.

No. 1. Has had nine years' experience in public schools; the last four in one Grammar School. Desires a Grammar School or situation as assistant in High School. Can teach French, Latin, and Higher English.

No. 2. WANTED.—Situation as teacher in a mixed school during the coming Fall. Can engage after Aug. 14. Has had experience in public schools.

No. 3. Holds four diplomas from Normal Schools. Can teach Latin, Greek, French, German, Italian, Mathematics, and Natural Sciences. Understands object lessons. Has had experience as Principal of High School, also as Principal of Graded School. Can give best of reference. Has no objection to go South or West. Would be willing to assist in editing an educational journal.

SCHOOLS WANTING TEACHERS.

No. 3. A Lady Assistant in a High School in Minnesota. Must be able to teach vocal musi cauccessfully.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parentheses being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary* (*$12.00*).
$8.50. *Littell's Living Age* (*$8.00*). *Lippincott's Gazetter of the World, bound in Sheep* (*$10.00*).
$8.00. *Contemporary Review* (*$7.50*).
$5.50. *Webster's National Pictorial Dictionary* (*$5.00*). *The Nation* (*$5.00*).
$5.25. *The Aldine* (*$5.00*), *the very best ART Journal in the country.*
$5.00. *Eclectic Magazine* (*$5.00*).
$4.83. *The Appletons' Journal* (*$4.00*).
$4.75. *Atlantic Monthly* (*$4.00*), *Harpers' New Monthly* (*$4.00*), *Harpers' Weekly* (*$4.00*), *Ladies' Bazaar* (*$4.00*), *or Frank Leslie's Illustrated Newspaper* (*$4.00*).
$4.50. *The American Naturalist* (*$4.00*), *Old and New* (*$4.00*), *Lippincott's Magazine* (*$4.00*).
$4.00. *The Scientific American* (*$3.00*), or *New York Independent* (*$3.00*), *and large and fine portraits of Grant & Colfax, which are sold at the stores for $4.00. St. Paul* (*$3.50*).
$3.75. *The Christian Union* (*$3.00*), *edited by Henry Ward Beecher, and also two beautiful Chromos, "Wide Awake" and "Fast Asleep," sold heretofore at $10.00. Godey's Lady's Book* (*$3.00*),
$3.50. *Phrenological Journal and Packard's Monthly* (*$3.00*), *Demorest's Monthly Magazine* (*$3.00*), *The Advance* (*$2.50*), *Good Words* (*$2.75*), *Sunday Magazine* (*$2.75*).
$3.40. *Good Words for the Young* (*$2.50*).
$3.25. *Oliver Optic's Magazine* (*$2.50*), *weekly or monthly.*
$3.00. *Our Young Folks* (*$2.00*), *Peterson's Ladies' Magazine* (*$2.00*), *Portland Transcript* (*$2.00*), *Hall's Journal of Health* (*$2,00*), *Ladies' Friend* (*$2.00*).
$2.80. *Arthur's Home Magazine* (*$2.00*), *Good Health* (*$2.00*), or *Herald of Health* (*$2.00*).
$2.50. *The Manufacturer and Builder* (*$1.50*), *National Sabbath School Teacher* (*$1.50*), *Demorest's Young America* (*$1,50*), *The Nursery* (*$1.50*), *The American Agriculturist* (*$1.50*), or *Riverside Echo* (*$1.50*).
$2.40. *Arthur's Children's Hour* (*$1.50*).
$2.25. *The Little Corporal* (*$1.00*).
$2.00. *Wood's Household Magazine* (*$1.00*), *The Little Chief* (*$1.00*), or *National Normal* (*$1.50*).
$1.85. *The Young People's Helper* (*.50*).
$1.90. *The School Festival* (*.75*).

THE MAINE

JOURNAL OF EDUCATION.

THOMAS TASH, Editor for November.

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SCHOOL MANAGEMENT.

'LINE upon line and precept upon precept' is as profitable for teachers as for scholars. There are many things that are apt to escape the attention of teachers unless frequently referred to. Some of these we propose, in the present paper, to allude to briefly, while many other matters of more or less interest will be introduced, some of which would not fail to attract the attention of an apt teacher, but might not be regarded equally by all.

FIRST IMPRESSIONS.

It is extremely important that a new teacher, on commencing a school, should make at first a good impression upon the school and upon the community likewise. It is extremely bad policy for a teacher to undertake a school when a prejudice is known to exist or would be likely to exist against him. If a teacher has previously failed in an adjoining district, or in the same town or system of schools, it places him at a disadvantage, and it would be better to go to a more distant place to retrieve himself, than to undertake a school where this is well understood. Again, one should not ordinarily undertake a school when there are any family prejudices to encounter; hence it is often unwise to teach in one's own district, especially the first school taught. It is proverbial that 'a prophet (teacher) is not

without honor save in his own country' (district). We often find most marked success when one teaches in his own district, under favorable circumstances, *i. e.* when ill-timed prejudices do not exist. The knowledge one is likely to have of children and their families in the vicinity is of great assistance in the school-room. Knowledge of this kind gives power, provided there are no elements of weakness to neutralize it.

When entering the school-room for the first time, it is all important, if a stranger to the children, that the first impressions which they receive and carry home should be favorable. The ease with which success will be achieved will depend much upon these first impressions. To secure this, the teacher's plans should be well matured before entering the school-room. He should not be at a loss for a moment. His manner should not be boisterous and repulsive, but easy and affable. The attention of the pupils should be at once engaged, and they should be kept constantly employed and pleasantly interested during the first few sessions of the school. The taking of the names and other statistical information should be promptly done, and in such a way as to interest them. Papers *previously prepared*, like the one here given, may be passed to each scholar to be filled.

Name, ...

Age, ...

Parent's Name, ...

Studies, ...

.....

The teacher may write for the younger children while the older are filling theirs. These papers are very convenient, being so easily arranged alphabetically for copying upon the register, etc. Any other facts besides those indicated above may be inserted. The teacher should be careful to have pencils ready, and papers enough for use.

CLASSIFICATION.

After the preliminary work of opening the school is done, a pleasant devotional exercise performed, the classification of the school

should be next attended to. Few rules of order need be laid down, if every deviation from good order is at once attended to, and in such a quiet but determined way, as to leave no doubt on the mind of any pupil that perfect order will at all times be insisted on.

In classification, if it is not made by the school authorities as it is always in good schools, the former classification may be made a basis until the teacher has a chance to study his school and determine what is best. If changes are to be made in previous classes, as they sometimes need to be, it should be promptly done; it is so much easier to make them at the opening than later in the term. In making a classification of a school, it is well to make reading a basis, and divide into groups according to the reading and the readers they use. Let the members of each group, as they read together, recite together as far as practicable in their other studies; the school becomes then in a measure a graded school. Have a time for every exercise, and every exercise in its time. Let everything be systematic; your plans and your system may, and better be, your own.

ATTENDANCE.

After the school has been well begun, the attendance of the pupils must be made of the first importance. The teacher must be prompt, and must expect promptness on the part of all. *No unnecessary tardiness or absence must ever be passed over lightly.* Let the scholars feel that you are in earnest about this, and the best attendance will be secured. If there are any that demand special attention in this respect, let special attention be given until the attendance is satisfactory, and the teacher should not be satisfied with it so long as it can be made better. Encourage all in the district to come to school, and do the utmost that all entering shall continue in school the entire term if practicable.

DEPORTMENT.

Of order in the school-room we have already spoken. It is of the utmost importance next to attendance. A busy school is seldom disorderly. The scholars should feel an interest in their work, and in preserving good order likewise. 'As is the teacher so is the school.' If the teacher moves lightly and easily, and does the requisite work earnestly, so will the scholars. Order in the school-room is necessary, but order in the entries, in the school-yards, and in the streets,

is quite as important. Let the teacher interest himself in all the recreations and plays of his pupils, and he will have no difficulty in controling their out-door movements. A teacher is not only responsible that his pupils be orderly in the school-room, quiet in the entries and yards, indulging in play without being boisterous, but should feel responsible for their conduct in coming to and returning from school. As soon as the scholar leaves the parental control for school until he returns to it again, the teacher is in a measure responsible for him, and may hold the child accountable to him for any improprieties. This is, I think, good New England law. It is a control that the teacher should be discreet in the use of, not because it is doubtful, but because many so regard it. The influence of the live teacher will not be lost upon his scholars at any moment.

MINOR MORALS.

Under this head may be grouped many things that should receive the teacher's attention, some of which are of no minor importance.

Communication in school, except as allowed, and the less of that the better while engaged in study or recitation, should be carefully guarded against. Whispering is bad, signs and gestures are worse, and written communications are the worst of all. The books in many schools will be found full of such missiles. The teacher who overlooks or allows this will certainly be pandering to vice. How can it be avoided? The teacher who cannot find an answer to this question better be in some other business. Teaching is not his vocation.

Proprieties in posture are to be inculcated. The language of children should be carefully watched and corrected. I do not mean grammatical inaccuracies simply, but every obscene or profane expression, every rude word or gesture should be made the subject of a lesson that shall reach the heart and conscience of the child in school.

The marking of out-buildings or of any portion of the school property, of the books or of the snow or sidewalks, with obscene or vulgar marks or pictures, should be treated in such a wise and earnest way that children and youth would be thoroughly ashamed to indulge in such vice. Some teachers do teach their pupils better manners effectively, why should not all? In schools where older pupils attend, the proprieties of deportment between the sexes, gentlemanly and gallant bearing of the young men toward the opposite sex, also

among the girls female modesty, and delicacy of thought and feeling as well as of action, should be constantly inculcated by the teacher. Scholars may learn refinement instead of rudeness, virtue instead of vice, and the teacher more than any one else is responsible for what they learn.

That 'cleanliness is next to godliness' should be strictly inculcated. Cleanliness of person and propriety in dress should be taught in every school. The effect of color and material, the adaptation of each to the form and complexion, suitable dress for different degrees of temperature, and of wet and dry days should not be overlooked. In fact, everything that is a part of refined life should be inculcated in the school, and everything that is a mark of low breeding should be eliminated. The teacher must be a *gentleman* or a *lady;* for a gentlemanly and ladylike bearing is instructive, and is readily copied by the young, while the opposite habits are equally impressive. It is often a question with teachers how far they shall introduce military drill, gymnastics, and similar exercises in school. No better reply can be made than this, perhaps, introduce anything that you are convinced will on the whole improve your school, and continue it so long as it produces that effect.

If the marching out and in of pupils at recess and at other times would save time, and meanwhile make my school more orderly, I should certainly practice it. If my school needed calisthenic exercises to work off their over-wrought nervous excitement, or to teach them habits of obedience and precision, I should certainly resort to them. Singing, too, should be regarded as a most valuable acquisition in school, not only for its own worth as a science, but as a humanizer in every other direction. Everything, in fine, that tends to cultivate and refine should be regarded as of value in the school.

THETA.

EDUCATION.—The striving of modern fashionable education is to make the character impressive; while the result of good education, though not the aim, would be to make it expressive. There is a tendency in modern education to cover the finger with ring, and, at the same time, to cut the sinews at the wrist. The worst education, which teaches self-denial, is better than the best which teaches everything else, and not that.

THE COLLEGE AND THE SCHOOL.

PROPERLY conducted, the college and the school are members of a single system; the school furnishing the elementary part, and the college the advanced portion of an education. In order that the school may perform its part in this operation, it is essential that its instructors should have a precise and well-defined idea of what the college requires for admission. In the graded public schools of cities and large towns the requirement is well understood; the instructors are professional educators, graduates themselves of colleges, and the students prepared by them are generally well qualified to enter upon the advanced course of the college, and to profit by its instruction. In the ordinary common schools, and even in the so-termed high schools of the country, however, this is far from being the case. The instructors of these schools are, for the most part, not professional teachers, but young men who are themselves getting an education, professional or other, who are not specially interested in the results they produce, and who, if they know what the college requires for admission, are by no means particular in fulfilling that requirement. The result is, that a large part of the candidates for college are fitted in the most imperfect manner in some of the studies, and in others are not fitted at all. The terms for admission, as laid down in college catalogues, embrace a certain amount of Greek and Latin, a little algebra and geometry, and still less of the common English branches. The Greek and Latin, and the algebra and geometry, it is well understood, *must be had*, or the candidate will not be admitted. The English, when it is required at all, is almost a dead letter, little or no examination being enforced. The result is, that we find students all through the college course, and even at the end of it, who, in reading, writing, spelling, grammar, arithmetic, geography, and history, are quite deficient, and who would certainly be unable to enter a first-class high school. This evil begins in the common school. When a pupil gets to a certain point, if he is destined for college, he drops most of the common English branches, and devotes himself almost exclusively to the languages and mathematics. With the present arrangement of things he is obliged to do this, and he can safely do it; for he knows that if he can enter upon Greek, Latin, and mathematics, he will pass. Once in college his deficiencies remain, as it is then too late to go back and acquire the rudi-

ments of a high-school education. Let it be understood, we do not refer now to the excellent fitting schools of cities, but to the many schools, great and small, all over the country, from which by far the larger portion of college students come. Such a preparation produces the apparent anomaly of a graduate who has read something in Greek and Latin, but not much in English; who knows something of the geography of the Roman Empire, but nothing of that of his own country; who can tell when Cæsar crossed the Rhine, but not when Washington crossed the Delaware. The remedy for this state of things is plain. When the colleges require a thorough knowledge of the English branches, and admit no one who is found deficient in them, the schools will take the hint.

In what has been said, we have referred to the ordinary college course; to what is termed the academic, or classical department. To pass now to the new department, which has been within a few years introduced in all of the principal colleges, viz.: the scientific (so called for lack of a better name), we find no Greek to be required, and in most cases no Latin. In place of these a knowledge of certain English branches, or something equivalent to the ancient languages, is demanded; but the schools accustomed to fit for the classical department do not yet appreciate the new requirement. The result is, that young men present themselves for admission to the scientific department who differ from the candidates for the classical department, not in knowing more of the English branches, but simply in knowing less Latin and no Greek. At a recent examination for admission to Bowdoin College, the written papers for geography contained the following spelling: *Iterly*, *Merrymac*, *Perknobscot*, *Mishigan*, *Florady*, *Missisuri*, *Nareganset*. It was stated by one candidate that the Catskill Mountains were in Vermont, by another that they were in Pennsylvania. The Alps were placed in Asia. Stockholm was said to be in Holland, Berlin in Spain, Geneva in Italy, and Algiers in France. The Rhine was said to flow south-east, and empty into the Atlantic; the Danube to flow north-west, and empty into the Baltic. By one pupil the Nile was said to empty into the Red Sea, by another into the Atlantic. To the question, by what means do the waters of Lake Champlain reach the ocean, one candidate replied by the Hudson, another by the Connecticut, and a third by the Merrimac. Wheeling, in Virginia, was said by one to be upon the Potomac, by another upon the Susquehanna, and by an-

other upon James River. By one the Susquehanna and Monongahela were said to unite to form the Ohio, while another formed the Ohio by the junction of the *Allegahny* and *Penesacola*. Pupils, educated at what are called good schools, in Maine, placed Fryeburg on the Penobscot, and made that river empty into Passamaquoddy Bay. The papers upon arithmetic, algebra, geometry, and English grammar, were little or no better than that for geography; the candidates being for the most part especially defective in arithmetic. The examination throughout required hardly more than would be demanded for a high school in any large town. Out of sixty-three candidates, nine were rejected altogether; while a large portion of those admitted were conditioned, for a lack of knowledge of the simple English branches, which should be taught thoroughly and well in every common school in the State; which may be taught thoroughly and well by any person of ordinary acquirements; which are taught thoroughly and well by the high schools of all the larger cities.

The main object in making these remarks is to call attention to the new department of instruction recently established at Bowdoin College, and to point out to the common schools of Maine, what they must do to enable the young men of this State to avail themselves of the new course of instruction, which is now offered to them.

'The demand,' says President Chamberlain, 'for what is deemed a more practical course of instruction than that afforded by the established college system, has induced the trustees and overseers to provide for an additional department of study, so constituted and directed as to afford a symmetrical and liberal education, and at the same time to place the student in more immediate relations with the active world and his own work in it. The application, use, and value of the abstruse sciences and dry details insisted on in the college course are seen, and the whole form and spirit of study is quickened into new life and meaning. A glimpse is taken of noble fields of labor, and the real business of life.'

The general intention in establishing the new department has been to offer several courses of study running parallel with the classical course, looking rather toward giving the student an education, liberal, though not classical, than an education in any way special, professional, or technical. The studies for the freshman and sophomore years are common to all students, consisting of English compo-

sition, rhetoric, history, Latin, French, mathematics, elementary chemistry and physics, natural history and physiology. For the junior and senior years, the studies embrace the higher mathematics and their applications to advanced chemistry and physics, special studies in natural science, astronomy, English literature, the modern languages, history, and mental, moral, and political philosophy. Such is the general course of study, intended to give a liberal, though not a classical education. If, however, the student, on completing the sophomore year, prefers to devote himself to studies tending toward some special end during the third and fourth years, the means are furnished for his doing so in a thorough and profitable manner. Advanced courses in the modern languages, in English literature and in history, in chemistry and physics, in natural history, in military science, in civil engineering, mechanical engineering, and architecture, and in mental, moral, and political philosophy are provided for. In addition to the above systems of instruction, special students will be received in chemistry, in natural history, in civil and mechanical engineering, and architecture, provided they have the elementary instruction necessary to enable them to follow such studies profitably.

With the provisions thus made by Bowdoin College, there is no occasion for the young men of this State to go abroad for a scientific, or a technical education. It remains for the schools to do their part, by properly and thoroughly fitting pupils to avail themselves of the instruction that is offered to them. The requirements for admission to the scientific department will be different, but in no respect less than for the classical; nor will the work be a whit the less severe in the new department than in the old, or the end less worthy of attainment. The common schools throughout the State must understand that real acquirements, and not merely the appearances of acquirements, will be demanded for admission to the scientific department. The time in college cannot be spent in eradicating bad methods of study, acquired in the schools. Reading, writing, spelling, grammar, arithmetic, geography, history, algebra, and geometry, and, for the present, an elementary knowledge of Latin grammar, are the requirements for the department of science. With these, the pupil can enter and proceed in a profitable and satisfactory manner. Without these, he cannot enter; and he must have these things, not

as pupils too often do, by cramming for an examination, but in such a manner that he can at any time answer promptly and understandingly, any questions "not in the book," upon any point he has been over, so as to show that he has studied the *subject* rather than the *book*.

The following extracts from the examination papers for July and August, 1872, at Bowdoin College, will give an idea of the nature of the requirement for admission to the scientific department:

LATIN.

1. Define 'declension,' 'comparison,' and 'conjugation.'

2. State the names and significations of the Latin cases.

3. State the number of declensions in Latin, and how they are distinguished.

4. Write the declension of the following nouns: *pater*, *studium*, *caritas*, *manus*, *locus*, *salus*, *injuria*, *nubes*, *dies*.

5. Write the declension of the following pronouns, stating what kind of a pronoun each is: *hic*, *iste*, *tu*, *quis*, *quivis*.

6. Decline and compare the adjective *mitis*.

7. State the number of conjugations in Latin, and how they are distinguished.

8. Write a synopsis of the verb *pono*.

9. Write a synopsis of the verb *audio*, giving the 2d instead of the 1st pers. sing.

10. Write a synopsis of the irregular verb *malo*.

11. What are the periphrastic conjugations, and what are their significations?

12. What kind of a verb is *progredior*?

The object of introducing Latin into a non-classical department is to prepare the student in some degree for the study of the modern languages; inasmuch as the rudiments of French and German cannot be satisfactorily taught in the common schools. A real equivalent in French, if such were possessed, would be accepted in place of the Latin required for admission for those intending to take the course in engineering.

ENGLISH GRAMMAR.

The candidate is required to punctuate an extract like the following, and to correct the spelling:

'But yesterdy the word of Caeser might
Have stood against the world now lyes he their

And none so poor to do him reverance
O masters if I were desposed to stur
Your harts and minds to mutiny and rage
I should do Brutus wrong and Casius wrong
Who you all know are honerable men
I will not do them wrong.'

He is also to furnish written answers to the following questions upon the extract:

What is the meaning of *but* in the first line?

Parse *might have stood* in the first and second lines.

What is the difference between regular and irregular verbs?

What is the meaning of the third line?

What kind of a clause is there in lines four to seven?

What kind of a clause in line seven?

Parse *know are* in the seventh line.

Parse *wrong* in the eighth line.

ARITHMETIC.

1. What is the greatest common divisor of 936 and 432? Obtain the answer, if possible, by factoring.

2. What is the value of $\frac{1\frac{3}{4}}{\frac{8}{9} \times \frac{5}{7}} + (3\frac{7}{8} \div \frac{9}{10}) - 1\frac{3}{16} + \frac{1}{144}$?

3. A man can trench a garden in 13 days and his son can do the same in 10 days; in what time can both working together do it?

4. What is the cost of .695 ton of nails, at 8 cents a pound?

5. What is the interest on $344.45 for 2 years, 2 months, 3 days, at 7 per cent?

6. Extract the square root of 3.1416 to three decimal places.

7. How many kilogrammes of distilled water would fill a cubical box whose edge is .15 metre?

ALGEBRA.

1. Find the numerical value of $\sqrt{5\sqrt{m} + 5\sqrt{x}} + \sqrt{m} + \sqrt{x}$ when $m = 4$ and $x = 9$.

2. Multiply $5a^3 - ab^{\frac{2}{3}} + c^2$ by $a^2b^{\frac{4}{3}} - b^2$.

3. Divide $a^6 - y^6$ by $a + y$.

4. In what other way may y^{-2} be written?

5. Free the fraction $\frac{ax^{-\frac{2}{3}} + bx^{-\frac{3}{8}}}{c}$ from negative exponents.

6. Multiply together $\frac{1 - x^2}{1 + y}$, $\frac{1 - y^2}{x + x^2}$, $1 + \frac{x}{1 - x}$, reducing the result to its simplest form.

7. Solve the equation $ax + b = \frac{x}{a} + b^{-1}$.

GEOMETRY.

If a perpendicular be drawn to a given straight line at its middle point:

1. Any point of the perpendicular will be equally distant from the extremities of the line.

2. Any point without the perpendicular will be unequally distant from the extremities.

Any angle formed by two chords which intersect, is measured by half the sum of the included arcs.

The sum of the interior angles of a polygon is equal to two right angles taken as many times as the polygon has sides, less two.

For the propositions in Geometry the candidate is of course required to present both the figure and the demonstration.

GEOGRAPHY.

Upon what river is Bangor, Augusta, Lewiston?
What river connects Albany and New York?
Name the three largest tributaries of the Mississippi?
Which is highest, Lake Erie or Lake Ontario?
Where is the great coal region of the United States?
Where is the great copper region of America?
Where is the isthmus of Panama?
What large mountains in Bolivia, Peru, and Chili?
Name the largest river in South America.
Where are the Alps, Apennines, Pyrenees, Ural mountains?
In what direction does the Danube flow?
Where is Liverpool, Madrid, Stockholm, Berlin?
What is the distance in miles around the world?
What is the mean distance of the earth from the sun?
How many miles an hour does the earth move in its orbit?
Why is it warmer in summer than in winter?

At the examination the pupil is required to write, from his own knowledge of the subject, in the presence of the examiners, the answers to the printed lists of questions, one hour being allowed for each paper. He thus examines himself; and the result determines whether he has received the proper instruction, in the proper manner, and whether he has profited by it to an extent sufficient to enter upon the higher course offered by the college.

GEORGE L. VOSE.

FRACTIONS.

FRACTIONS are considered by children generally as something very hard to understand, and many, very many go through the arithmetic and leave the common school without having mastered them. Teachers suffer their pupils to do this, in many cases, because they, themselves, do not thoroughly understand the principles involved, and therefore consider it expedient to carry their pupils over the ground as quickly as possible.

Fractions should be illustrated by *visible* objects. It is absurd to require children to commit to memory the definitions and rules contained in fractions, and not illustrate the same with something which they can *see* and *handle*. It is a violation of nature to force upon children, as is often done, abstract explanations which are beyond their comprehension.

Teachers should endeavor to impress upon the minds of their pupils the meaning and use of fractions, and also the fact that a fraction in one sense means a part of any number of units, and in another sense a part of one unit. Children should be taught to distinguish readily the different kinds of fractions. This they should be required to *thoroughly* learn, even if it takes weeks to accomplish it; also the terms of a fraction should be understood and readily distinguished.

The plan which I follow in teaching fractions to beginners is to discard the book altogether at first, illustrate each rule, perform an example under each, and have the class make rules from the examples and illustrations given. In addition and subtraction, all that is necessary for the children to know is, that in order to add and subtract fractions their denominators must be alike. The process of making them alike should be explained, and also the fact that whole and mixed numbers can be reduced to improper fractions. In multiplication, the fact that multiplying the numerator multiplies the fraction should be dwelt upon and illustrated, and also that multiplying both numerator and denominator by the same number does not alter the value of the fraction. The above, with the rule for multiplying one fraction by another, comprehends the principles of multiplication. Division, being the reverse of multiplication, is easily explained.

In following the method given above, about one-half of the rules

given in the arithmetic must be omitted. I have found from experience, that if children are taught two or three methods of doing the same thing the first time they go over it, they become confused, strive to remember words instead of principles, and that clearness of perception, which it is so desirable to cultivate, becomes dim and obscure.

The next thing to illustration and oral explanation is *thorough drill.* No matter if a class spend a whole term on fractions. Is it not better to spend one term on them and conquer them, than it is to be bothering with them, at intervals, all through life?

After the class becomes thoroughly rooted and grounded in the principles given above, and can work any simple example and give a rule for it, in fractions, then let them have the book, perform the examples, and learn the other methods and rules given.

ELIZA H. MORTON.

GOOD LIFE.

He liveth long who liveth well;
All else is life but flung away;
He liveth longest who can tell
Of good things truly done each day.

Then fill each hour with what will last;
Buy up the moments as they go;
The life above when this is past
Is the ripe fruit of life below.

Sow love, and taste its fruitage pure;
Sow peace, and reap its harvest bright;
Sow sunbeams on the rock and moor,
And find a harvest-home of light.

An excellent mother, in writing to one of her sons on the birth of his eldest child, says: 'Give him an education, that his life may be useful; teach him religion, that his death may be happy."

HOW SHALL WE PRONOUNCE LATIN?

For the last three or four years, the Harvard catalogue has annually recommended that Latin should be pronounced with the Italian sound of the vowels and diphthongs, and with the hard sound of *c* and *g*. Possibly, some persons may have come to commencement this summer with a little curiosity to see how the method works in practice. But Harvard dodged the issue. She gave us a programme without any salutatory, and not a word of Latin was spoken on the occasion except by President Eliot, who gave out the usual formula with his fine, clear emphasis, in the most unmistakably English fashion, in flagrant disregard of every one of the official recommendations. One commencement part a year or two ago, and one quotation made at a commencement dinner by Dr. Hedge, are the only experiments made as yet in public, so far as I know, to test the merits of a method which is still new to most of us. Most New England schools, I suppose (with the exception of the Boston Latin School) will adhere to the former way till the new has been longer tried. And out of New England, with a general tendency to the continental vowel sounds, there is a pretty wide difference on other points. So that the argument which was very well put a few months ago in the *Teacher*, in favor of keeping the English method for the sake of uniformity, meets us just at a time when we are as far as possible from having any such uniformity to stand by. Many of the best teachers are most perplexed. I have myself received several letters asking information or advice, which I was very little qualified to give, except to the effect that good manners will lead a man, if he makes a Latin quotation, to do it so as to be understood by his hearers; while good sense will lead him to study and explain the laws of inflection, if he can, on the basis of some sound knowledge of the real powers of the letters.

It would be a great convenience, and very agreeable as a matter of taste, if we could agree to regard Latin as still a living tongue,—as, in fact, it has never ceased to be, in some very important uses, notably in the ritual and diplomacy of Catholic Rome,—and if we would accept for authority the most direct and authentic line of tradition, in the enunciation of the most cultivated of the Roman Cath-

olic clergy. I have been told that Mr. Torricelli, of Boston, who was educated as an Italian priest, gives quite a new melody and life to the ancient speech in his reading of the Roman poets. And, at first thought, I should be inclined to sit at his feet and take that graceful and harmonious Italian style (as D'Arcy Thompson does) as the true representative of the tongue of Virgil, Horace, and Ovid. But again, I am told that there is no agreement in the Catholic tradition itself; and that, in the great debate on infallibility, it was with difficulty that prelates from different countries could understand one another. So that I am afraid this plausible plea of following the line of living and hereditary custom will fall to the ground. Besides, we know how and when and where the Italian custom varied step by step from the usage of the Romans; and the mere luxury of the ear is not reason enough for breaking off from one false system to try another, which is only some degrees less false.

If the question only lay,—as it is sometimes put,—between the 'English' and 'Continental' methods, perhaps it would be best to hold on to what we have got, if for no other reason, from the vagueness of what is offered in exchange. The vowels do, indeed, offer the chance of pretty near agreement. But to take only a single consonant, the letter C before E or I may be pronounced in as many as five different ways, all 'continental,' and all of nearly equal pretensions; *i. e.* like *k* by Greek usage, *s* by French, *ch* by Italian, *th* by Spanish, and *ts* by German. It is not worth while to consider the history of these variations, or try to decide the case among them. It is only the accident that many of our best scholars have studied in German schools, that has given a certain advantage to the last of the five,—neither the most authentic nor the most agreeable. And with differences such as these lying on the surface, we are hardly likely to agree on any one 'continental' method, as such. It might be pleasant, if it were worth while, to take the continental vowel sounds and let the consonants shift for themselves; *amare*, *venire*, are far sweeter in their Italian ring than in our hard English utterance; and I never heard any one barbarous enough to pronounce the '*Stabat Mater*' in any other fashion. But here again the point of practical convenience bears: an historic name, like Cato or Cæsar, or a word that lies so near our mother English as *oratio*, *sincerus*, *ingenium*, is too awkard in its disguise, and too convenient in its com-

mon dress, to change it without some urgent reason. Besides, there is a large class of educated men to whom Latin is familiar from their school-days,—not scholars by profession, but men of fair cultivation, —who know enough of it at least to enjoy the stock quotations, and understand the current phrases; and it is a real hardship to them when they find it made any stranger or harder than it was,—*veni, vidi, vici*,—for instance, or *justum et tenacem propositi virum*. Up to a certain point, a knowledge of Latin is the common ground, and the touch-stone of literary friendship, among a great many thousands of English-speaking people; and long use has given a sort of sanction and authority to their fashion of speaking it, which we cannot afford to put aside as if it had no weight at all. President Eliot, adhering to this English method, follows a line of custom old enough and respectable enough to give it no little legitimate strength.

Professor Lane's little pamphlet gives, as clearly and fully as any ordinary scholar needs to know, what may be said to be ascertained and established as to the pronunciation of the ancients, with the precise testimony on which it rests. So that we have within easy reach what we may call the basis of a *scientific* method, which will by degrees, no doubt, supersede all the others. No one will dispute the convenience of having at our command a *phonetic alphabet* of the language we are studying, or its great value in tracing its laws of inflection and its linguistic affinities. At the same time, while training our organs of speech as best we may in the 'Roman method,' we should not deceive ourselves by fancying that we have come near imitating the actual speech of the Romans. At best, I am afraid, we should not hit it nearer than an average grammar-school class comes to the tones of Parisian French. It is impossible, for example, to tell how far quantity was actually observed, in familiar or even in formal speech. In dramatic dialogue, syllables are often clipped or suppressed, in complete disregard of the common rules of prosody; or seven syllables may stand for four,—as *quibus quidem quam faci* make an iambic dipody in Terence; while contracted forms,—such as *sis* = *si vis*, *sivit* = *siverit*, *siremps* = *similis re ipsa (?)*, *vixet* = *vixisset*,—show a habit of speech which was carried out we cannot possibly tell how far. When the language was transmitted purely by the ear, as Brachet shows in his instructive little French grammar, there was a tendency to throw the stress of a word upon the accented syllable and suppress the harsher consonants. Thus in

French, *ange* comes to stand for *angelus*, and *maître* for *magister;* French, as Donaldson has remarked, showing better than any other language, probably, the real habit and tendency of the popular Latin,—a hasty and rapid utterance, and an impatience of elaborate forms. In Cicero's time it would have been held pedantic to 'pronounce every letter as it is written;' and one of his divinations (ii. 40) turns on *cauneas* (figs from Caunos) being taken for the warning *cave ne eas.* The recitation of the court poets of the Augustan age was probably as formal, and would have seemed as affected to the common ear, as the 'intoning' of a cathedral service, or the mouthing of an inferior actor. Augustus himself discharged a provincial officer for writing *ixi* instead of *ipsi* in one of his reports; 'which was a wonder,' says Suetonius, 'since he himself wrote as men speak and not as they spell.' From these considerations,—many of which will be found set down at length in Donaldson's 'Varronianus,'—it is quite impossible for us to follow the ancient standard, except at a great and uncertain distance.

The true answer to our question appears, then, to be something like the following. In proportion as Latin goes out of its familiar uses among scholars and educated men of the world, in the same proportion it is coming to be studied *scientifically*, as one of a great group of kindred languages, by the principles and methods of comparative philology. For this it needs, at bottom, an alphabet which gives (as far as may be) a uniform phonetic value to every letter, and so enables us to trace its forms consistently from the simplest elements of speech. Such a phonetic alphabet is at this day actually recognized and substantially agreed on among scholars; and it must come, inevitably, to supersede all the arbitrary and capricious usages which have been in vogue. It is of real practical importance, that every child who begins the study of Latin should be carefully instructed from the start in the principles of this scientific method,—far simpler and easier than the arbitrary rules of our 'English method,'—whether or not it be employed as the ordinary way of pronouncing a Latin sentence. That it will in time become the accepted standard of custom among scholars, I have no doubt; but this seems to me a consideration of quite inferior importance, and personally I am inclined to hope that it will not be till after my day. —*J. H. Allen, in Mass. Teacher.*

POSTAL STAMP COLLECTING.

BUTTONS are sure to engage the earliest attention of the child; and an examination of the strings of these will enable the observer to determine quite accurately the age of their owners, though personally unknown. A diversion for those a little more advanced is found in the collection of postal stamps; which certainly has in its favor that it educates the eye, and may bring a discrimination in regard to the character of nations and the succession of great events.

In making large collections, there is certainly much of persistent effort shown; and the very attempts to this end are, doubtless, an aid in the development of the qualities of perseverance and address.

There was chronicled in the newspapers not long since, the offer of a gentleman to furnish the means of education to a certain little girl who lives in a vicinity which this Journal visits, on condition of her collecting a certain large number of postage stamps. Some persons took exception to this offer, as basing a great privilege on a useless work; but by a little consideration we shall see there was wisdom in it. The boon of a complete education in right belongs more especially to those who will make the most use of it when attained. In this apparently useless condition, the gentleman took an excellent means of proving whether the little candidate was worthy or unworthy the noble prize; for if she succeeds within a reasonable time, she will have shown herself the possessor of the perseverance and tact which will insure success in some greater work, for which the promised education will prepare her.

Aside from these considerations, a neat collection of the various stamps which have been and are now in use in the different countries, possesses an attraction in itself to all intelligent persons. The differing forms, characteristic of the different peoples, the quality of artistic treatment, the degree of skill involved, and the designs themselves, are all suggestive and interesting to the well-trained mind.

We shall confer a favor on our young friends, we know, in saying that the European Stamp Company, 37 Nassau Street, New York, finds its whole business in supplying these articles to collectors. The fact of the establishment of a company with this object shows to what an extent the formation of these collections has reached. The establishment which we have named is the enterprise of boys, and is managed by two young gentlemen under the style of Mulliken &

Camp. The managers state their ability to furnish American or Foreign stamps, either used or unused. For a three cent stamp they will send a list of the 'Eureka' series of cheap packets of stamps for 1872.

The idea of post-paid or stamped paper originated early in the reign of Louis XIV, with M. de Valayer, who in 1653 established a private penny-post, placing boxes at the corners of the streets for the reception of letters wrapped up in envelopes, which were franked by bands or slips of paper tied around them, with the inscription, 'Post-paid the —— day of ——, 1653 or 1654.' These slips were sold for a sou a tape, and could be procured at the palace, at the turn-tables of convents, and from the porters of colleges.

LIBERTY AND LAW.

To the superficial observer these terms seem to antagonize, but every intelligent, thoughtful person knows that there is no true liberty except under the supremacy of law.

When legislation bears, in restriction and compulsion, in new directions, men are prone to say 'our rights are invaded, the act is not consistent with liberty.' We seldom think how we are environed with law,—natural and social. We acknowledge the power of the government to take our persons and property for war purposes, while taxes, national and local, are levied upon us for ends too numerous to mention. Indeed, we submit to almost any demands from the 'powers that be' excepting to be taxed to support our neighbor's religion or even our own, if we have any. We are willing to pay for the education of other people's children though we have none of our own, to be taxed for the protection of our neighbor's property though ours may not need similar protection.

Do we submit to authority without an intelligent reason, or because it is for our highest good? For what is yielded we expect an equivalent in some form. We give life and property to save the nation, that we or our friends may enjoy the blessings of good government; we pay money into the public treasury that our persons and property may be protected, that our material and social condition may be improved. But we demand of the authority which we create and to which we submit, fidelity to the trust imposed in it;

this is reasonable, it is a duty devolving upon freemen. Are there exceptions to this usual and proper demand?

We admit the right of the State and town to support schools at the public expense, but do we demand in return that the authority which taxes the people for school-houses and teachers shall see that the children are taught?

We see that houses have been built and teachers employed, while many of the children have been allowed to roam the streets or attend school occasionally as they or their parents have pleased. This is equivalent to building prisons, hiring keepers, and then allowing criminals freedom of choice between the inside and outside of the walls. In the latter case we should say justice is a mockery,—authority a farce. What must we say of the former practice? The citizen gives the State authority, or the State has it by virtue of the power of self-preservation, to educate the youth,—that society may be intelligent, virtuous, safe. This is a sacred trust, a responsible power which the State cannot justly delegate to the parent.

Further, the child has a right to demand of the State an education, to this he is entitled as an individual born into civilized society, as a prospective citizen of a free country; and the parental relation does not confer upon the parent the right to deprive the child of that which is necessary to himself or the State.

If these things be so, has not the citizen a right to demand that the State or town refund his school-tax, or see that every child receives his proportion of the benefit to be derived from it? If not, why not?

In the first part of this article we have attempted to show that law is not only compatible with liberty, but necessary to it, that the 'thou shalt not' of authority confronts us on every side. Man cannot rise from individuality to totality, from the person to the citizen, without accepting social obligations. As education is necessary to good government, no exception should be made to the application of law to its progress.

If one may be compelled to pay for the education of a neighbor's child, then the same authority should see that the child receives the education. If good schools will not draw the children from their homes, the work-shop and the street, then the State must resort to 'compulsory attendance.'

MY METHOD IN SPELLING.

PERHAPS my method of teaching spelling might interest some of our teachers just now. I have practiced it for ten years, and always with success. Just after the regular spelling-lesson is recited, which is usually done on slates, let the members of the class rule their slates with two rules, about one-fourth of an inch apart, and each double rule about one inch apart, making three columns of ten words each. Then write, so that the short letters will be formed between the rules, and the long letters reach over. Then dictate a lesson like the following, which calls forth the powers of the mind on the principle of association. Let the teacher say, 'Now we will write thirty words, which are the names of things found in a grocery store.' Write:

LESSON I.

tea,	syrup,	chocolate,	lard,	treacle,
carbon oil,	beans,	hams,	crackers,	sugar,
shoulders,	dried fruit,	coffee,	molasses,	corn brooms,
pepper,	butter,	pickles,	ginger,	cheese,
oysters,	allspice,	apples,	cabbage,	tomatoes,
vinegar,	potatoes,	squashes,	sago,	nutmegs.

Then let lesson second be the different colors, thirty in number; lesson third, the names of different kinds of cloth; lesson fourth, the articles of the household, etc. I have one hundred lessons prepared, and we spell one containing thirty words, every evening after regular recitation. If the class gets puzzled, the teacher can help the pupils along. These lessons are very interesting to the pupils. Try them.

The following examples will further illustrate my method:

Write the following thirty words:

Pain,	Sorrow,	Impudence,	Grief,	Pleasure,
Disregard,	Love,	Delight,	Hypocrisy,	Pride,
Rapture,	Cowardice,	Mirth,	Desire,	Friendship,
Hate,	Malice,	Assurance,	Envy,	Contempt,
Confidence,	Wrath,	Jealousy,	Blandness,	Anger.
Coldness,	Affability,	Disdain,	Suspicion,	Derision.

Write the following names of things used in a printing-office:

Leads,	Pearl,	Nonpareil,	Type,	Agate,
Great Primer,	Rules,	Diamond,	Capitals,	Press,
Minion,	Small Caps,	Quads,	Bourgeois,	Chases,
Spaces,	Brevier,	Furniture,	Planes,	Primer,
Tympan,	Quoins,	Pica,	Sheeps-foot,	Leyers,
Italic,	Mallet,	Rollers,	Script,	Proof-sheet.

Write the following names of diseases:

Cancer,	Heartburn,	Diphtheria,	Ague,	Pleurisy,
Diarrhœa,	Rash,	Leprosy,	Apoplexy,	Quincy,
Small-pox,	Dyspepsia,	Headache,	Shancre,	Consumption,
Influenza,	Toothache,	Gangrene,	Hiccough,	Bronchitis,
Backache,	Rheum,	Neuralgia,	Palsy,	Catarrh,
Fever,	Cholic,	Cholera,	Rheumatism,	Scarletina.

Then let one read these names over while the rest listen and correct. I have many such lessons, such as the sounds animals make and the like, which are very interesting to the classes, and where interest is manifested pupils will learn.—*S. B. McCormick, in Penn. School Journal.*

THE NEW PROVINCE OF MANITOBA.—That portion of the Hudson Bay Territory, or Rupert's Land, hitherto known as the Selkirk, or Red River settlement, was in 1870 erected into a province, under the name of Manitoba, and united to the Dominion of Canada. It lies on the northern frontier of Dakota and Minnesota, and extends over 3 degrees of longitude, and 1½ degrees of latitude. Fort Garry, at the junction of the Assiniboine and the Red River of the North, is the capital. The population of the new province in 1870 was 11,963.

A POLYGLOT BUSINESS.—The wide-spread influence of American skill and enterprise has outstripped the comprehensions of the Americans themselves The fabrics of our mills clothe the savages of both continents. They wrap the loins of Africa, and the tawny skins of South American pampas. But wider still are spread the products of our skill in medicines. A late visit to Dr. J. C. Ayer & Co.'s laboratory and office in Lowell, showed us that the whole surface of the habitable globe pays its tribute there; there they cater to and serve the requirements of almost all nations. Their publications are in the many tongues that widely-severed peoples use. Their letters must be read from and written in many tongues, for which there sit a long range of correspondents with the indispensable accomplishments for their duties. Their daily mail of half a bushel of letters brings them advices, orders, and remittances from the circle of the world. We were overwhelmed with amazement, and our readers would be by an inspection of this wonderfully extensive, health-dealing enterprise.—*Holly Springs (Miss.) Conservative.*

RESIDENT EDITOR'S DEPARTMENT.

THE STATE MEETING.

THE Sixth Annual Meeting of the Maine Educational Association commenced its sessions at the City Hall, in Bangor, on Tuesday, Oct. 22. The meeting was called to order at 10 o'clock A. M., by the President, Thomas Tash, Esq., superintendent of schools in Lewiston, and prayer was offered by Rev. Mr. Fay, of Bangor. The Secretary, Mr. W. J. Corthell, of Calais, being absent, Mr. Woodbury, of Farmington, was appointed to serve in his place, and read the minutes of the fifth annual meeting, held in Portland. On motion of Mr. Stone, of Portland, Messrs. Tash, of Lewiston; Stone, of Portland; C. P. Roberts, of Bangor; Miss Hallowell, of Bangor; and Miss Ham, of Lewiston, were appointed to serve as a business committee. The President announced that a change would have to be made in the programme, owing to the absence of Mr. Corthell, Dr. Torsey, and Superintendent Johnson. The address of the Mayor, and the paper to be read by Rev. Samuel F. Dike, were postponed to the afternoon session.

On motion of Mr. Lambert, of Lewiston, the discussion of the question, 'Town *vs.* District System,' was opened by Mr. C. B. Stetson, of Lewiston, in place of Mr. Corthell, who was absent. Mr. Stetson in his remarks took up the points of benefit arising from the town system instead of district, pointing out the defects in the latter, and showing that the best results followed a return to the 'historic' or town system, the difficulties in which are less than those which arise in the district system of caring for and running schools.

Rev. Mr. Dike, of Bath, followed in pertinent remarks, showing the happy effect resulting from the town system in Bath.

Mr. Lambert, of Lewiston, the next speaker, also spoke very strongly in favor of abolishing the district system.

Mr. Stone, of Portland, thought the district system a monstrosity, but that the people who would be most benefited by a return to the town system, were generally most opposed to it.

Mr. Woodbury, of Farmington, spoke of the difficulties to be encountered in his own town to bring about the needed change.

Mr. Pease, of Bangor, inquired what the benefit would be by changing from the district to the town system.

Mr. Dingley, of Lewiston, showed the benefits resulting, by a reference to his own town, where by a change of system small and poor districts were enabled to build good school-houses, employ better teachers, and have schools

equal in length to those in the large districts. It being past twelve o'clock when Mr. Dingley concluded, on motion of Mr. Lambert, the question was tabled until the afternoon session.

The President was authorized to appoint the several committees at his leisure. Adjourned to 2 o'clock, P. M.

AFTERNOON SESSION.

The attendance, which was very good in the morning, was largely increased in the afternoon, there being more than fifty persons, teachers and pupils, present from the Castine Normal School.

At a little past two o'clock the President called the association to order, and appointed the following persons to serve as a committee to solicit names for membership: Messrs. Fletcher, of Castine, Robertson, of Augusta, and Miss Maria Daggett, of Bangor.

His Honor, Mayor Wheelwright, was then introduced, and welcomed the members of the association to the city in brief but appropriate remarks, expressing his deep interest in the efforts they were making to advance the cause of education.

President Tash replied very happily to the welcome of Mayor Wheelwright.

The question which was tabled during the forenoon for further discussion was passed over, and Rev. Samuel Dike, of Bath, read an exceedingly interesting paper on 'Teaching illustrated by language or grammar.' The memory being developed before the reason, he advocated, therefore, such studies as require the use of the memory the most, embracing in the list, reading, writing, spelling, etc., to be followed later by grammar, rhetoric, and other studies, such as require the aid of the reasoning powers. Under the head of grammar Mr. Dike discussed at considerable length the difficulties resulting from the present cumbrous method of instruction in this important branch of a sound English education. The English grammars are made up too much on the principles of Latin and Greek grammars, rendering the task more difficult by the study of technical rules, instead of the simple and practical ones by which from the nature of our language it may be more successfully and pleasantly taught.

Prof. C. H. Fernald, of Orono, opened the discussion of the question, 'Educational Needs of Maine.'

The first need that he mentioned was that of better schools, and to have these, better teachers are needed,—those that are live and energetic, and come to their calling thoroughly conversant with their duties. There is, he said, at the present time, too much such teaching as was in vogue thirty years ago. Teachers should be selected from the very best literary talent that the times afford, and then so well paid that they can be retained in these fields of usefulness.

There is a lack of those who enter upon teaching as a life work; too many teach a few terms, and then quit in disgust for other branches of business where there is more to be made. But public sentiment is not yet up to the

pressing needs of good teachers, good schools, and good pay, and it is one of the teachers' labors to bring this about.

The next speaker, Mr. Dingley, thought it was difficult to judge in what directions the needs of Maine are greatest. Other portions of the Union have better schools, especially in the young and growing West, and if the schools of Maine are not twenty-five per cent better than thirty years ago, the people have not done their duty. This fact ought to awaken the public, to the importance of this duty. It is needful now, as scholars leave school much younger than they did thirty years ago, that the school system be such that they can acquire as much education in the less time now devoted to it, as they did in the longer time of years gone by. There is a difficulty now, arising from the flocking of these scholars at an early age to cities and towns for employment, and this should be in some way remedied. Towns should support their schools as a unit, so that rural districts could furnish as good schools as the towns do. There is a lack of a State fund, which western States have.

The public lands not set apart for settlement ought to be devoted to the support of schools, the mill tax not having met the difficulty in this direction. Mr. Stetson thought the educational interest should be made a political, but not a party question.

Mr. Fletcher, of Castine, thought the educational needs of Maine briefly stated were: means, method, and men or teachers, two-thirds of whom should be women, for with these combined, the cause of education will rapidly advance. The cause of education, he thought, as did Mr. Stetson, should be brought into politics, but not as a party hobby. Men desiring to go to the Legislature should be pledged to further the cause of education, before they receive the votes of teachers and others interested in the fundamental principle of the State's welfare, the education of her people.

Mr. Barrell, of Lewiston, spoke of the future welfare of the State depending on the educational interest, and referred to the system in Prussia as being the best. He wanted to know if the town system was superior to the district, why a county system would not be better yet, and if applied to the State why could it not be as successful in either, or, in short, why not apply the principle to the whole country. He thought that such schools as are wanted will not be had until the nation helps to maintain them. He expressed himself as favorable to compulsory attendance.

Mr. Stone spoke of the difficulty arising from pupils leaving school too young, and said that they were crowded too soon into it. The people should be shown that a successful life depends upon thorough education, for which more time should be given, and more public interest be taken in it.

Mr. Dike thought people were too anxious to have their children earning money, consequently they took them out of school too young. With reference to sending teachers to the Legislature, he said he had found that teachers sent there worked hardest against the cause which they ought to firmly support.

EVENING SESSION.

The President called the meeting to order at 7.30 o'clock, and announced that President Allen, of the State College at Orono, had invited the association to visit the College Wednesday forenoon. On motion of Mr. Fletcher, the association voted unanimously to go on the visit.

This business being disposed of, Hon. Theo. S. Rand, Chief Superintendent of Schools in New Brunswick, delivered a very interesting address on the 'Systematic Elevation of Teaching.' Mr. Rand advocated that the tests for selecting teachers be such that only those fully qualified be employed; that all favoritism be done away with, and that such inducements be offered, that those well-fitted may adopt the profession of teaching as a life business. The duty of the State should be to provide pecuniary guarantees, and lead off in the matter. A fund, he thought, should be provided for those worn out in the service, so that they would be provided for when no longer able to work in the field of education. The object to be sought is the right education of the whole people, and to accomplish this the State should require suitable qualifications, and see that means for acquiring them are provided. This State aid he would have awarded, not as a part of the teacher's pay, but as a tribute for excellent services, well rendered. By this means education would be diffused by the best men in the country. At the conclusion of Mr. Rand's address the association adjourned.

SECOND DAY—WEDNESDAY.

Excursion to the State College.—According to the vote passed on Tuesday, the association met at the E. & N. A. Railway station at 8.50 Wednesday morning, and took the train waiting to bear them on their proposed visit to the State College at Orono. The company numbered upwards of two hundred, and on their arrival at Webster station they walked to the College, a distance of about a mile and a quarter.

On arriving upon the grounds the visitors made a tour of inspection among the objects of interest in and about the buildings, under the direction of President Allen, and Professors C. H. and M. C. Fernald, which being concluded, all assembled on the grounds to witness an exhibition drill by the Coburn Cadets, and expressed themselves as much pleased with their evident proficiency in the manual of arms and their soldierly bearing. At the close of the drill the chapel bell announced that the time for returning had arrived, when the party started to wend their way back to the depot, feeling well paid for their exertions, even though the visit was brief.

By the courtesy of Superintendent Angell, a special train was in waiting, and brought the party back to the city in time for dinner.

AFTERNOON SESSION.

The association met at 2 P. M., and the session was opened by prayer by Rev. Mr. Dike, of Bath, after which the subjects, 'Free Text-books for Free Schools,' and 'The Principles which should determine the Character of Text-books,' were taken up. After brief remarks by the President, giving

the results of the use of free text-books in Lewiston, Rev. Samuel F. Dike, D. D., of Bath, opened the discussion of the first subject. He advocated compulsory attendance on the public schools, and believed the idea of free text-books would prevail as well as that of free schools. The speaker took up the objection raised in his own city against the use of free text-books, which was that some would have to buy the books used by their poorer neighbors' children. After using free text-books for three years, it was found that the expense amounted to one dollar *per capita*, a less sum than books could be provided at private expense. The chief recommendation of the system, as this shows, is the economy of the method; in addition it obviates the difficulty arising from many scholars being poorly provided with suitable books for use in school. Books can thus be handed down to other classes until worn out, and as they are purchased in large quantities, the lowest price is paid.

Several questions were here asked by the hearers, concerning the furnishing of books several times to scholars who took no care of them, so that they are destroyed, and whether the books are given to the teacher or scholar. The book, as Mr. Dike explained, was given into the care of the teacher, and it being the property of the city, he is held responsible for the careful use of it. He in turn places it in the hands of the scholar, holding him accountable for it, and if it is destroyed, the pupil must pay for it. The books throughout the schools look far better than when scholars furnished them.

The second branch of the subject was taken up by Hon. Theo. S. Rand, of New Brunswick, who advocated that there be some central authority for selecting text-books. He had no faith in large text-books, and believed in teaching subjects, not books. Books should present the simple principles of a subject, and that subject must be within the scope of the pupil's mind. There should also be unity of thought through each lesson, so that when the pupil is questioned he can readily grapple with and understand the subject so as to answer. The great fault with many books is that the gauge is not set to suit common schools.

On motion of Mr. Woodbury, the subject of the 'Demand for Free High Schools' was taken up by Mr. A. P. Stone, of Portland. He said that all were agreed that the State has a right to direct and provide facilities for the education of the young, and it is the duty of the State to do this. Schools should be properly classified and graded, as a judicious system of grading leads to free high schools, which are cheaper for a community than academies or private schools, besides furnishing better instruction for all, without distinctions of caste. There is moreover a class of talent brought out that would not be in private schools, where means are required to obtain the benefits of the instruction. This talent is that which comes from the middle and lower classes, who from necessity are more active than those accustomed to the ease furnished by riches. The testimony of towns where such schools are maintained is invariably to the effect that the results are above those arising from academies and private schools. Besides there are the advan-

tages of home in favor of free high schools; pupils are not sent away from home at an age when they are susceptible to bad influences. When two small towns or villages conveniently situated are unable to support separate schools of this kind, they might unite in the support of one, or support a school a part of the year.

A recess of five minutes was taken at the conclusion of Mr. Stone's remarks, after which the President announced the following committees:

On Teachers and Teachers' Places,—Messrs. A. E. Chase and J. S. Barrell, of Lewiston; C. C. Rounds, of Farmington; G. T. Fletcher, of Castine; and Miss Bartlett, of Lewiston.

On Nominations,—Messrs. W. H. Lambert, of Lewiston; C. C. Rounds, of Farmington; and R. M. Jones, of Vassalboro'.

On the Journal of Education and Editors,—Messrs. A. P. Stone, of Portland; Henry Dame, of Bangor; and Miss J. M. Hayden, of Farmington.

On Resolutions,—Messrs. C. B. Stetson, of Lewiston; G. T. Fletcher, and Miss H. B. Coffin, of Castine.

On Soliciting Subscriptions for Journal of Education,—Messrs. Burleigh Pease, of Bangor; G. A. Robertson, of Augusta; and Miss Margaret C. Hunter, of Cherryfield.

These committees having been appointed by vote of the association, the discussion of the topic, 'Music in Schools,' was taken up by Mr. J. S. Barrell, of Lewiston. He stated that he had found as much opposition to the teaching of drawing in schools as to the giving instruction in music. Music promotes the health and happiness of scholars, which is one of the great points in favor of it. But other reasons are that it promotes order, disciplines and develops the mind, quickens the powers of observation, memory, and understanding. But a higher consideration is, that it should be cultivated for the sake of religion. The instruction should be such that pupils will be taught to sing with expression and animation, and to be successful must not be incidental, but systematic; examination being required as in other branches.

At the conclusion of Mr. Barrell's remarks the association adjourned to meet at 7.30 in the evening.

EVENING SESSION.

The attendance on the evening session was not quite as large as during the afternoon, owing to the rain, although it was very good.

Rev. Dr. Allen, President of the State College at Orono, was introduced, and delivered an address on 'Claims of Industrial Education.' The speaker showed in the clearest light the advantages which can be brought about by educating the laboring classes, so that in whatever department of non-professional pursuits a man may choose to seek a livelihood, he will be amply prepared to labor successfully. To educate properly in industrial pursuits, much care should be given to scientific studies. Education implies not only a learned brain, but a trained hand; this develops thought and its expansion in action.

The address presented much that was not only interesting, but valuable, in showing how and what results may be obtained by such a system of education, which at the present day is needed so much.

When he had concluded, on motion of Mr. Stone, a vote of thanks was extended to President Allen and the Professors of the State College for their invitation to visit them, and for their courtesies while the Association was there; also to the Superintendent of the E. & N. A. Railway for courtesy in furnishing a special train.

The subject of the address was then discussed briefly by Mr. Stetson and Mr. Rounds, after which the Association adjourned to meet at 9 A. M. Thursday morning.

THIRD AND LAST DAY—THURSDAY—FORENOON SESSION.

At 9 A. M. the Association was called to order by the President, prayer was offered by Prof. Fletcher, of Castine, and the audience joined in singing 'Hebron.' The discussion of the topic, 'Complete System of Public Schools for the State,' was then taken up by Mr. C. C. Rounds, of Farmington, who spoke of the importance of having a system of public schools which will be better adapted to the wants of the people than the various academies and graded schools, which do not have a fixed standard or course of study, but take all scholars who may wish to come. There should be preparation for these in the common schools. The question of harmonizing these various schools was the one to be answered.

Hon. Warren Johnson, State Superintendent of Schools, gave as his opinion, that, as a matter of duty, it shall be the fiat of the State to educate the young. This authority should be in the State Legislature, but the cry of centralization, and that the rights of towns are thus taken away, would be raised against it. As a second principle, the State should furnish the means, by raising an equable amount on its property. Good teachers should be furnished by means of Normal Schools, training schools, and institutes. He would have grades of teachers, designated by certificates from the State, running for life, for five years, and probation certificates, all indorsed by local committees. There should be a proper grade of instruction, and no district supervision. He would have State superintendents, county or town officers, and only those qualified should hold these offices. He would also have compulsory attendance on either public or private schools.

The speaker was followed by Mr. Rand, of Fredericton, who was called on to give an idea of the method of supporting schools in New Brunswick. He stated that money was raised from three sources,—the Province, the counties, and localities, the latter being for current expenses. The amount raised by counties is compulsory, and raised by an equal rate *per capita*, and this led to good attendance, because the larger the number of pupils, the less the rate, and thus all were made interested in having a full attendance on the schools. The school year begins the first of November, and is divided into two terms, suited to the climate of the Province. There is a vacation during the first term of eight days in towns and ten in cities. The vacation of the next

term is from three to five weeks, at such time as the local committee select. The Board of Education examine, license, and classify teachers; the local authorities fix the salaries and hire the teachers. There is in each county a grammar school, or, as it is called in this country, a classical school, which is free to all who can pass the examination.

The subject was tabled, on motion of Mr. Stone.

The next on the programme was a paper on Departmental Instruction in Graded Public Schools, by Mrs. Abba G. Woolson, of Boston, who gave much valuable information on this subject by the careful yet thorough manner in which she treated it. Taking up first the departmental system of teaching, she showed the many features which commend it as superior to the class method. Taking up next the class method, she showed also by contrast the commending features in it; and lastly the mixed system, or that composed of parts of each of the others. Mrs. Woolson thought that the two systems combined would give the best results. The paper was very able, and finely read, and gave great satisfaction to those who heard it.

She was followed by Mr. Stetson, who said he believed in the departmental system, but believed it had faults to be remedied. The points he brought up in favor of the system were that it allowed each pupil to rise in his studies independent of others; that there was an opportunity for more thorough instruction, and for the introduction of more studies and special branches of study.

After a recess of five minutes, the subject, 'What more than Reading, Writing, Geography, and Grammar,' should be taught in Rural Schools. E. H. Elwell, Esq., of Portland, was the first speaker. He reasoned that more time is spent in teaching reading and arithmetic than is necessary, if these branches are properly taught. He would have the proper instruction given, and for the time thus saved supply such studies as drawing, the laws of health (orally taught). On the subject of geography, he would have it more of a local character, so that the scholars would become thoroughly acquainted with their native town and State. Singing should have a place, too, for it is not only interesting but healthful.

The subject was further considered by Mr. Fletcher, of Castine, who advocated the extension of the studies, but not the cramming process. The teaching of drawing, geometry, physiology, and philosophy, in such a simple method as would be both interesting and profitable in common schools, he would urge, for the reason that there are so many who never receive any further education than such schools afford. There should be a change also in the terms; instead of two terms of three months each, he would have three of two months each. There ought to be order and method in running common schools. There should be more teaching of concrete, and less of abstract things. School-houses should be pleasant, and furnished with suitable appliances for teaching. But among all these things, moral culture should be attended to for the sake of the pupils, the people, and the nation.

Mrs. Woolson, of Boston, spoke briefly upon the subject, giving suggestions

for improvement in managing and teaching our schools, and in subjects to be taught therein. Her remarks were very well received, as they deserved to be.

Hon. Warren Johnson spoke briefly, stating that spelling, a very important branch, had been left out. This with music should hold a place in primary, graded, and high schools. He agreed with Mrs. Woolson that there should be simple instruction in botany, mineralogy, and music; a knowledge of the crops raised and their value to the people, and geography should be furnished by familiar and interesting methods.

Mr. Stone, of Portland, and Col. F. E. Shaw, of Paris, both thought our academies unsuccessful, and that the reason why so many children are sent to the cities to attend high schools is, that there are so many more improvements in the directions spoken of, that they are better educated. They were in favor of all improvements, and such a system as to obviate all these wants. The subject was here postponed to the afternoon session. Adjourned.

AFTERNOON SESSION.

The association was called to order at 2.15. The committee on nomination of officers reported the following, all of whom were unanimously elected for the ensuing year: President, C. B. Stetson, of Lewiston; Vice-president, G. T. Fletcher, of Castine; Secretary and Treasurer, R. Woodbury, of Farmington; Executive Committee, J. S. Barrell, of Lewiston, E. Wentworth, Portland, R. M. Jones, Vassalboro', Helen B. Coffin, Castine, Jennie M. Hayden, Farmington, and Susan M. Hallowell, Bangor.

The committee on the Journal of Education reported the following gentlemen as monthly editors; January, A. P. Stone, Portland; February, C. C. Rounds, Farmington; March, Edward S. Morris, Biddeford; April, N. A. Luce, Freedom; May, J. W. Lang, Brooks; June, W. H. Lambert, Lewiston; August, W. W. Woodridge, Rockland; September, R. Woodbury, Farmington; October, C. P. Roberts, Bangor; November, Thomas Tash, Lewiston; December, W. J. Corthell, Calais.

On motion of Mr. Woodbury, the Constitution was amended so that an annual payment of one dollar will be required of gentlemen.

On motion of Miss Hayden, a committee of three was appointed to report on the expediency of ladies paying an initiation fee, consisting of Miss Hayden, of Farmington; Miss Towle, of Lewiston; and Miss Fox, of Bangor. The topic, 'Teaching and its Compensation,' was then taken up.

C. P. Roberts, Esq., of Bangor, considered that too little is paid teachers for their services, which leads to the employment of those unqualified. Trained teachers are wanted, as they are more efficient, have a deeper interest in the work, and can only be had for liberal salaries.

Hon. Warren Johnson spoke next to the effect that the better wages paid in other States draws our best teachers away. He thought teachers should unite and show the necessity for the payment of better wages.

On motion of Mr. Woodbury, the address of Rev. H. F. Harrington, Superintendent of Schools in New Bedford, was called for at this time. The subject was, 'The Principles which should Inspire the Teacher.' The speaker

presented his subject in a clear, forcible, and practical light, showing that teachers should be influenced by love of the profession, a desire to advance their pupils, and by a Christian spirit.

At the close of the address, on motion of Mr. Johnson, a committee of five to present the interests of the association to the Legislature were appointed as follows: Nelson Dingley, jr., of Lewiston; W. J. Corthell, of Calais; C. P. Roberts, of Bangor; J. M. Stone, of Kennebunk; and J. P. Redman, of Ellsworth.

The committee on resolutions reported a list expressing the thanks of the association to railroad and steamboat companies, and to citizens of Bangor, for courtesies received, and also to the ladies and gentlemen who delivered addresses.

EVENING SESSION.

On motion of Mr. Stetson, the subject of Mrs. Woolson's address was taken up for discussion at the opening of the evening session, Mr. Rounds, of Farmington, and Mr. Stetson speaking. The ideas brought up were, in spirit, the same as those of the forenoon.

Miss Hayden reported that the committee appointed for the ladies favored the payment of fifty cents by ladies on joining the association, and the Constitution was amended to this effect.

Some resolves favoring an increase of pay to teachers were passed, and then Mr. Tash gave up the chair to the President elect, who on taking it, made brief remarks. Mr. Barrell offered a resolution favoring the introduction of music in schools.

On motion of Mr. Tash, the executive committee were recommended to select Rockland as the next place of meeting.

After some remarks by Rev. Mr. Fay, Mr. Barrell led in singing the doxology, and the session was adjourned *sine die.*

Thus closed the sixth annual session of the Maine Educational Association. The attendance upon the meetings was very good, larger, we should say, than at any previous meeting. The spirit of the meetings was good, and the exercises generally interesting and profitable. Although several gentlemen, to whom parts were assigned, were not present, the time was fully occupied, and the session may well be termed a busy one. The teachers and people of Bangor did all that could be desired for the success of the occasion. Those present from abroad will long remember the session as a very pleasant one.

For our report of the proceedings we are greatly indebted to the *Bangor Daily Courier and Whig.*

ANY SCHOOL SUPERINTENDENT in this State who has not examined Hart's First Lessons in Composition, will be furnished with a copy for examination, without charge, by addressing the publishers, Eldredge & Brother, 17 North Seventh Street, Philadelphia. Superintendents corresponding with us will confer a favor by sending a copy of the circular or report of their schools, addressed as above.

ARMY AND NAVY COURSE promises to be full of interest for the coming season, embracing lectures by Dougherty, of Philadelphia; Fitch, of Nevada; Josh Billings, and Miss Dickinson; and concerts by Thomas, Mendelsohn Club, and others; commencing November 14. The Portland Band gives a concert before each lecture. Season tickets, $2.00.

EDUCATIONAL INTELLIGENCE.

MAINE.

HOULTON.—The Academy is taught by Miss Mattie Call, of Presque Isle, assisted by Miss Angelia White. Number of students, 60.

PRESQUE ISLE.—The Academy in this town is under the instruction of Miss Graves, who is said to be very earnest and successful.

ORONO.—Some repairs have been made on the High school building, and one new school-house has been built. Mr. Powell, teacher of the High school, is very successful.

FARMINGTON.—A correspondent from this place informs us that the village schools are doing well under the instruction of Eliza S. Getchell, in the grammar school; Miss Louie A. Leland, in the intermediate; and Miss Emma Leland, in the primary. All these teachers are graduates of the Normal school. The May school, for girls, is prospering under its excellent teachers, the Misses May. The 'Little Blue' is well attended, and the numbers in attendance at 'The Willows' is increasing.

The town is doing something in the way of new school-houses. At the Normal school there is a demand for good teachers, greater than can be met.

EASTERN NORMAL SCHOOL.—The new building for the Eastern Normal School at Castine is rapidly approaching completion. It is 47 by 71 feet on the ground, with a front projection 14 by 40 feet, and a rear projection 8 by 40 feet. The first story is 12 feet in height, with a hall 9 feet wide running through the building, and an entrance at each end. On this floor are four class-rooms, each 22 by 29 feet, two of which can be thrown into one by opening sliding doors, thus affording a large hall for the public exercises of the school and for lectures. The second story is 16½ feet high, and contains the main school-room, 44 by 68 feet, lighted by twelve large double windows, and having three large and well-lighted alcoves at the rear for the library and chemical and philosophical apparatus. The third story has space for three large recitation rooms, which will be finished when needed. The basement contains the steam-heating apparatus and space for chemical laboratory. The building will be occupied by the school next term, which commences Dec. 4. The building is surmounted by a cupola of novel design, 40 feet in height, the vane on which is 100 feet from the ground. There is a piazza on the side facing the river, and a balcony above, and on the High street front there is a portico over the entrance. Altogether, the building has a very fine appearance, and is a credit to the school and town.

MISCELLANEOUS.

Through the subscriptions of its patrons Bradford Academy, Mass., has recently put about $120,000 into its new buildings and splendid grounds.

Mr. James Kelly, a wealthy Pennsylvanian, has invested $250,000 in the founding of a school in which poor boys may be educated and taught various trades.

PRETTY GOOD.—It is said that of the recent graduating class of Oberlin College, Ohio, and of the present senior class, numbering fifty-three, not one plays cards, drinks, smokes, or chews—not even gum!

Two young ladies entered Cornell University at the opening of the spring term this year. The vote of the trustees opening the institution to students of both sexes is very recent.

OMAHA.—The Omaha (Neb.) Board of Education recently adopted the following books of the popular *Eclectic Series* for the public schools of that city: *McGuffey's Readers and Speller, The Eclectic Geographies, White's Arithmetics, Harvey's Grammars*, and *Venable's U. S. History*.

The velocity of electric waves through the Atlantic cable has been ascertained by Professor Gould to be from 7,000 to 8,000 miles per second. Telegraph wires upon poles in the air conduct the electric waves with a velocity more than double, the rapidity of the transmission increasing with the hight. Wires slightly elevated transmit signals with a velocity of 12,000 miles per second, and those at a considerable hight give a velocity of 16,000 or 20,000.

The survey for a railway in the valley of the Nile is completed. The line is about six hundred miles in length, and commences near the second cataract, and terminates where the Blue and the White Nile unite their waters above the sixth cataract. For nearly three-fourths of its length the line will be on the edge of the valley, about three-fourths of a mile from the river, and above the level of the periodical inundations.

Professor D. C. Gilman of Yale accepts the presidency of the University of California at Oakland, near San Francisco. This institution, which is in its infancy, has an endowment of $257,500, a congressional grant of 150,000 acres of public lands, an annual subsidy from the State of $50,000, an appropriaton for college buildings of $300,000, and a campus of 200 acres. Mr. Gilman is an earnest advocate of the 'new education,' a leading representative of 'Young Yale,' and is likely to make his mark in his new field.

Education is making considerable progress among the Indian tribes who have settled on reservations. The Creeks have thirty-two common schools and two manual-labor schools well filled with pupils. The Choctaws have thirty-four free schools, supported by themselves, in addition to those of the missionaries. The Cherokees have sixty free schools, and have recently established an orphan's school, for the support of which they appropriated $10,000 and four sections of land. Three-eighths of the revenue of the nation are devoted to education. The Chickasaws have fourteen free schools, and the Seminoles four, besides others sustained by mission boards.

The Worcester County Free Institute, at Worcester, Mass., C. O. Thompson principal, is a real practice school in the arts and sciences, being supplied with workshops and other means of applying knowledge. Its course of study is indicated, in part at least, by the following list of themes read at the recent commencement of the Institution: Electro-deposition of Nickel, The Chicago Water Works, The Steam Hammer, Review of Kansas City Bridge, The Speed Lathe, The Eddystone Light-house, Artificial Stone, The Narrow Gauge Railroad, The Locomotive Engine, Watch Adjustment, Design for a City Residence, Decorative Art, The Low Pressure Engine, The Harrison Boiler, The Microscope, Dredging, Iron Railway Bridges, Knowles' Steam-Pump, The Brooklyn Dry Dock.

A Spelling Lesson.—The following list of twenty words was used for the examination of applicants for admission to the junior class of one of the St. Louis high schools this summer. There were 449 applicants. We print the number who failed to spell each word correctly:

Indelible, 184; lattice, 38; millinery, 151; eligible, 171; sibylline, 415; oxygen, 37; adjacent, 51; business, 56; hyena, 139; weasel, 104; massacre, 36; sulphur, 83; syllable, 17; vermilion, 382; familiar, 96; chimney, 13; vengeance, 215; rhinoceros, 121; valuing, 242; guarantee, 125.

With one exception, these are all common words, liable to be used daily, and together they constitute a very fair test of the attainments of a pupil in orthography.

Suppose teachers in different sections of the country should try their classes on the same list of words, and give us the result.

BOOK TABLE.

The Aldine for 1873—see prospectus on another page. This monthly is a marvel of cheapness, considering the character and beauty of its illustrations; two chromos sent to every subscriber. See club-list.

The Schoolday Visitor is a monthly of established reputation, as an illustrated young people's journal, well calculated for homes and schools. Price, $1.00 a year, including a choice of two steel engravings entitled 'An Arm Full' and 'Help Me Up.' See advertisement in this number.

Our Young Folks for November is on hand a week earlier than usual, full of the most readable matter. It gives a 'True Ghost Story,' and says, 'the apparition was seen by a large portion of the inhabitants of the village,' and for the rest you cannot do better than to subscribe, and read for yourself. See club-list.

The Portland Transcript offers every subscriber who will pay all arrears and for the full year 1873, a six dollar chromo, entitled 'Among the Daisies, delivered at their counting-room. Mounting on cloth or card-board, 15 cts. extra; sent by mail, 25 cts. extra. The price of the Transcript is $2.00 a year in advance. This is the oldest literary paper in Maine, and has a standing of *eminence* among the papers of its class in the country.

SCRIBNER'S MONTHLY begins a new volume this month, and offers many attractions for the coming year. There will be stories by Dr. Holland, Saxe, Holmes, Bret Harte, Clarence, Cook, and others. The Monthly is a first-class journal, with illustrations of the highest order. For $5.50 the publishers will send the Monthly one year, together with the twelve numbers of the two preceding volumes, and for $7.50 they will *add to the above* the twelve numbers from the beginning,—very, very cheap. The November number is a very attractive one.

PETERSON'S MAGAZINE for November is on our table, ahead of all others. It is an unusually good number. The principal steel plate, 'A Game Two Can Play At,' is from an original picture, and is a capital illustration of a good story. This magazine has copyright novelettes, two of which appear in this number, 'Lindsay's Luck,' by Fanny Hodgson, and 'Bought With A Price,' by Mrs. Ann S. Stephens. The price of this magazine is but two dollars a year, and is the best for the price in the country. The prospectus for 1873 is published with this number, to which we refer you for particulars. Specimen copies sent gratis, if written for. Better see a copy of the magazine, and then you can act understandingly. Address CHARLES J. PETERSON, 306 Chestnut Street, Philadelphia, Pa.

THE OLD CURIOSITY SHOP. By Charles Dickens. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

We welcome another volume of this elegant Household Edition of Dickens' works. The style of the work is fully up to previous volumes.

THE LAWRENCE SPEAKER. By Philip Lawrence. Philadelphia: T. B. Peterson. Portland: Bailey & Noyes.

The number of selections in this book is unusually large and varied. The compiler has shown good taste and judgment in his work; and teachers and pupils will find the volume a very timely and useful one.

TRAVELS IN SOUTH AFRICA. Compiled and arranged by Bayard Taylor. New York: Scribner, Armstrong & Co. Portland: Loring, Short & Harmon.

This volume belongs to the Library of Travel, Exploration, and Adventure, and well sustains the reputation of the series. The narratives by Moffat, Livingstone, and others, are thrilling and intensely interesting.

HINTS ABOUT BUSINESS. Portland: Hoyt, Fogg & Breed.

This little manual, of less than 100 pages, is a familiar explanation of business laws, customs, and methods, and contains fac-similes of all the most approved forms of bills, receipts, drafts, checks, notes, etc., etc. It will be found very convenient for every business man, and especially should young men have such a book for study and reference.

THE MANUAL OF COMMERCE. By S. H. Browne. Springfield, Mass.: Bill, Nichols & Co.

This work gives a concise account of the source, mode of production, or manufacture of several hundred of the principal articles of commerce. It meets a want long felt, and gives information which is furnished by no other one book. It is designed for schools, families, and business men. To the teacher of geography it will afford good assistance in giving interest and profit to the exercise.

HALL'S JOURNAL OF HEALTH for November contains rich and racy articles of value on 'ventilation,' 'cold water dangerous,' 'paralysis,' etc. Every family should have this journal. $1.50 a year. See club-list, price reduced.

THE BOSTON JOURNAL OF CHEMISTRY, and kindred topics, has come to be a very useful scientific journal, and especially valuable to the teacher. Published monthly, by J. R. Nichols & Co., Boston, at $1.00 per annum.

THE AMERICAN DRAWING CARDS. First and second series. THE TEACHER'S COMPANION TO THE AMERICAN DRAWING SLATES. By Walter Smith. Boston: Noyes, Holmes & Co.

The above-named helps to the teacher in drawing, will be found very serviceable. Mr. Smith is master of the whole subject of drawing, and art education in theory and practice, and he has the ability to outline a course for teachers which they can follow.

THE FOURTH MUSIC READER. By Julius Eichberg, J. B. Sharland, H. E. Holt, and L. W. Mason. Boston: Ginn Brothers.

The authors of this book are persons who stand high in the profession, and they have produced a work that will be gladly received by teachers. It furnishes a course of Musical Instruction, containing Musical Theory, Original Solfeggios, a complete System of Triad Practice, and Sacred Music and Songs, with Accompaniment for the Piano; all carefully arranged for the schoolroom.

CALIFORNIA: for Health, Pleasure, and Residence. By Charles Nordhoff. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The title-page of this work says it is a book for travelers and settlers. We should add that it is also emphatically a book for readers. It is one of the most delightful books of the season. Mr. Nordhoff has given us an account of the journey to California, with a description of the country, its resources and products, its climate, and other objects of interest, in a style that makes it attractive in the highest degree. The illustrations are numerous, and of the first class, including several very fine maps.

WONDERS OF THE YELLOWSTONE. By James Richardson. New York: Scribner, Armstrong & Co. Portland: Loring, Short & Harmon.

The Yosemite has a rival in the Yellowstone region. No book of travel has been issued for a long time so full of interest as this. It belongs to the Illustrated Library of Travel, Exploration, and Adventure, and every American ought to read it.

Several Book notices, prepared for this number, are unavoidably put over to next month.

TEACHERS' BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

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Superintendent Schools.
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'Resolved — That we have examined, with pleasure a new work entitled "MANUAL OF COMMERCE." It meets our hearty approval, and we earnestly recommend its careful perusal by every teacher, and its introduction into our classes wherever and whenever practicable.' Adopted unanimously. J. C. BUTLER,
Sec. Hunterdon Co., N. J., Teachers' Institute.

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Trenton, N. J., Sept. 6, 1871.

'"THE MANUAL OF COMMERCE" is a valuable contribution to the literature of *common things;* an adequate knowledge of which, even among teachers and students, is lamentably uncommon. The book is in line with the healthful tendencies of our times, and should have a place in every library, and in the class-room also, even to the exclusion, if necessary, of some far less useful "Readers." It is filled with information well arranged and clearly stated, on a great variety of subjects affecting the daily life of the people, and the arts and industries of nations. We need more of such books.' NEWTON BATEMAN.
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PROF. HOMER B. SPRAGUE,
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THE MAINE

JOURNAL OF EDUCATION.

W. J. CORTHELL, Editor for December.

Vol. VI. DECEMBER, 1872. No. 12.

HINTS FOR BEGINNERS IN TEACHING.

THE season is near at hand when a new term of schools will commence, and when many, for the first time, will enter upon the business of teaching. Others will change their location and begin their labors in a new field. To a beginner in this work, or to one who finds himself in the presence of a new school, it is vastly important that his first labors should be performed with a degree of wisdom and discretion that shall make his first impression upon the school a guarantee of future success. Young teachers, as a general thing, are sufficiently admonished of this; and perhaps this admonition sometimes bears so heavily upon their spirits that they enter the school with a weight of anxiety that unfits them for a good beginning. It is, indeed, an important moment when the beaming eyes of a school first catch a glance of a new teacher, as he stands before them in his new capacity. The future of the pupil and of the teacher depends much upon that moment, and upon the impression the teacher then makes. At that time, if he has skill and prudence, it is in his power to pave the way for success. Afterwards, if a mistake has been committed, his success is much less certain, and the error is often difficult of correction, and its consequences unavoidable.

Now, it is indispensable that the young teacher should be fully

conscious of the importance of such moments; and it is equally indispensable, for his own success and comfort, that he should not betray that consciousness, or convey to the school, in any way, the impression that his anxiety about his duties is such as to leave him in doubt as to what is to be done, or how he is to proceed in his labors in the school-room. Such an impression, if made, will not only fail to inspire the pupils with confidence and respect toward the teacher, but will be very likely to suggest that he may be wanting in that ability and tact, the possession of which makes one feel at home and at ease in the discharge of his duties.

Therefore, young teacher, when you first enter the school-room, be natural. Act out yourself, and not attempt to move with assumed dignity and reserve. Avoid, also, the opposite extreme: that affected indifference and careless, slipshod manner which always shows a want of earnestness and interest in your work, and which is liable to convey the impression to your pupils, that you are more anxious to make a sensation as a buffoon, than to win their esteem by your appearance and demeanor as a gentleman or lady. Be at ease, yet active and in earnest. So far as dignity is natural and becomes you, exhibit it, and no further. Pupils will expect you are to be master of the school, until they discover in you, or your actions, some indications that you have not the ability or intention so to be.

It will be a serious, and perhaps a fatal mistake, if you suppose your pupils will not soon read your character and motives. It will be much easier for you to impose upon your committee, or the parents, than upon those little ones in the school-room. The former will see you but seldom, and will expect to hear of you in the school-room through others, and will judge of your success partly by hearsay; while the latter are like so many sentinels, placed on guard to watch your every movement, and shrewdly calculating the bearing of all your acts, and every element in your character. Especially will they be watchful to see if you are consistent, if you do as you say you shall; if you are the same to-morrow as to-day; and if you exhibit in your life the principles and precepts you enjoin upon others.

Make no long speeches or addresses to begin with. The school-room is a workshop, and not a rostrum. In the fewest words possible let your introduction be made; and give your pupils assurance of your interest in them, and of the importance of their work, more by your manner than by the amount of what you have to say.

Avoid a long code of rules and regulations, and have but little to do with laws and penalties until you have occasion for them. It may be necessary to remark upon a few particulars, and to enjoin some rules for the proper order and tactics of the school-room; but let them be brief, and to the point. They will lose none of their efficiency if they are not given in the imperative mode. Numberless rules are perplexing, especially to young pupils. They give to a school-room the air of a penitentiary, or of a place under martial law. Furthermore, it is impossible to lay down, in advance, positive rules of a prohibitory nature, without suggesting crimes and departures from duty that would otherwise never have been thought of. The best regulation to insure, on the part of the pupils, a full performance of duty, and to prevent little delinquencies and peccadilloes, is to inspire them with a love for their work, and to create such a public sentiment among them, that they shall be ashamed to be found deficient in a sense of propriety becoming their age and station; or in the performance of anything that may reasonably be expected of them.

The sooner your school are at work, the better it will be for all concerned; for one of the best ways to keep children out of mischief is to give them something to do. As a general thing they will expect *you* to set them to work; or at least will wait for some hint to that effect. Lose no time, therefore, and let the hum of a busy school-room commence with your first morning's labors. But little time need be occupied in organizing a school, and nothing will be gained by delay.

As a teacher, you must have a voice in the selection of studies and classes for your pupils. This is a part of the organization of the school, and it is the part which belongs, to a certain extent, to you. It requires your judgment,—most pupils have their likes and dislikes about studies, but they are governed more by whim and caprice, than by any knowledge of what they are choosing or rejecting. Very few have the judgment to know what is best for them, or the willingness to pursue what will be the most beneficial, in preference to what may seem to them the easiest and most pleasing. Let your voice, in this matter, be given in the way of advice, and not by arbitrary dictation. The pupil who has your confidence will heed your advice. Some may, perhaps, do it slowly, but a few weeks will convince them of your better judgment; and it will be better for

them to feel that they are pursuing studies, in the choice of which they acquiesced at your suggestion, rather than those to which they were driven without an attempt to convince them of their importance. In this way, they will engage in their studies with more willingness and a better prospect of success, and their conviction of your superior wisdom, and their deference thereto, will be greatly increased.

It gives a great impetus to a school to have the pupils feel that there is constantly a pressing demand for work and the performance of duty. Some pupils will need no stimulus; others may require a little urging, or encouragement; very few will need or bear driving, as that word is generally understood. Inspire pupils who are disinclined to work with a love for study, and let them understand that there is no escape from duty, and they will soon put themselves in a way where no driving will be needed.

Deal with all your pupils alike. In other words, avoid partiality, not only in the discipline of your school, but in the fondness you may manifest for your pupils. Some you will like better than others, for the reason that they are more amiable; but that must not allow you to dispense justice unequally, or to show an undue interest in some pupils, while others are seemingly, though perhaps not really, neglected. Such a course will excite jealousy among many members of the school, and will engender ill-will toward yourself. This, however, you may always do with safety: approve of whatever is right, praiseworthy, and honorable; and express your disapprobation of all that is wrong, unworthy, and base.

Fret not. For this there are several reasons. It disarms you of your power over your school, and makes you a laughing-stock before them. It embitters your own temper, and will be sure to provoke a like spirit in your pupils. Fretting does no good, but much harm. Wear a smile upon your countenance, and a glass before your heart. Be self-possessed and calm, yet active and engaged in your work.

Do not be jealous of your authority. Insist upon obedience and a compliance with all the requirements of the school, if occasion demands; but make allowance for the peculiar circumstances of your pupils, and avoid an imperious bearing that will be repulsive to their better nature. Be mild, yet firm and decided.

You will be disappointed if you suffer yourself to be too sanguine of immediate results in your labors. There is a seed-time, and a

harvest, but the interval between them is sometimes very long. Others may reap what you sow; but your labor should be done as faithfully, and with as much hope, as though you expected to bring in your own sheaves. You labor for the good of others, and your reward is not all here, nor in this present time.

Should two or more persons wish you to pursue opposite or different courses of conduct in the discharge of any of your duties, as will most likely be the case, take no special pains to please either, not even for the sake of peace. By attempting to please one, you may be unsuccessful even in that; and by so attempting, whether you succeed or not, you will be very sure to make an enemy of the other. Listen patiently and respectfully to their advice or their threats, but have an opinion of your own. Do what seems to be right, and abide the consequences; this will give you a clear conscience, and will, in the end, please more than any other way.

Be particular about small things, when such things are important; but avoid fastidiousness about mere trifles.

Remember that your time is to be spent principally in the work of instruction, and not in *governing* your school. You are a leader and guide for your pupils, rather than a policeman. Be sure, however, and govern your school; but do it at the expense of little time, and without too mnch show and demonstration. Keep the machinery of your government out of sight.

In the street, take as much notice of your pupils, and treat them as kindly and civilly, as you would a person of your own age, or one older. Always give them a bow, or some sign of recognition. Visit your pupils at their homes, and observe under what influences they are there. It will throw much light on the course most proper for you to pursue in their management. Moreover, you will, in most cases, secure the interest and co-operation of parents.

Each day before you enter school prepare yourself on the recitations you are to hear, that the subjects may be fresh in your mind, and that you may, as far as possible, dispense with a book in the recitation.

Finally, endeavor to begin right; and remember that the old adage, 'a good beginning makes a good ending' proves true only when *you hold out as you begin.*

Let your standard be high. A. P. S.

SOMETHING ABOUT GEOGRAPHY.

THERE is, it seems to me, one grave objection to all school geographies with which I am acquainted. They undertake to teach more than it is possible for the ordinary mind to retain, and much more than would be found of any use, if the mind could retain it. The result is, that a great deal of time is wasted, and the pupils actually learn less than they would, if they did not attempt to learn so much.

Let us examine the books. Here is a 'Grammar School Geography,' which is largely used in Maine. This requires the pupils to give an account, for example, of the following twenty-three towns in Maine: Portland, Fort Kent, Eastport, Kittery, Calais, Castine, Rockland, Camden, Belfast, Prospect, Biddeford, Lewiston, Thomaston, Brunswick, Topsham, Augusta, Machias, Ellsworth, Bangor, Waterville, Bath, Saco, Dover. Now this is not objectionable for pupils in the schools of Maine. But how is it for pupils living in Wisconsin or Louisiana?

Again, turning to another part of the book, I find that the pupils are required to give an account of the following twenty-six towns in Georgia: Savannah, Louisville, Millen, Armenia, Bainbridge, Newton, Albany, Princeton, Oglethorpe, Lanier, Olive Grove, Port Gaines, Georgetown, Columbus, West Point, Brunswick, Milledgeville, Franklin, Gainesville, Dalton, Griffin, Americus, Macon, Clarksville, Warrenton, Monroe. Pray, what is the use of requiring all the boys and girls in the schools of Maine to attempt to learn the location and description of all these towns in Georgia? Indeed, is it not a great piece of absurdity? Worse; is it not downright criminality thus to waste the time of the boys and girls which they so sadly need for the learning of profitable things?

But let us explore the book a little further. Turning to the map of South America, I find that the pupils are required to give an account of one hundred and five towns and fifty-one rivers, nearly all of which have most unpronounceable names for an ordinary schoolboy. And so we might go on with all parts of the globe, finding a similar amount of detail in treatment, not only of towns and rivers, but of lakes, mountains, islands, capes, bays, soils, products, employments.

Then it is all given in bits, without any generalization. Nothing but chips, chips, chips; not even a log cabin made from all the mate-

rial. Yet this is only a 'Grammar School Geography;' it is to be followed by the 'Comprehensive,' as it has been preceded by several smaller ones.

I am sorry to say that this book is not an exceptional one. Here is another, of a lower grade, the 'Intermediate,' which is also largely used in the schools of Maine. By this book the pupils are required to give an account of sixteen towns in Maine, of seventeen towns in Georgia, of eighteen rivers and nineteen towns in South America.

I think it is safe to say that nearly every grammar school geography requires the pupils to memorize from 20,000 to 40,000 items of geographical knowledge. These items can be learned and quite glibly recited, day by day; and they are learned and thus recited in nearly all the public schools of Maine. But usually the mind does not retain one-half of the items for three days. The mind that could retain one-half of the items in the book for three months, would not, in my opinion, be good for anything else. It would be an abnormal and dangerous exhibition of memory.

It is because of the attempt to teach so much minutiæ that the pupils retain so little of the geography they go over. There is no opportunity for that repetition which is so needful to fix it permanently in the mind. There should be no attempt to learn anything without a reasonable expectation that it will be remembered. Especially is this true when but little mental discipline can be obtained from the study, as but little can be obtained from geography taught in the usual manner. To learn a great number of things simply to forget them must be, I should say, decidedly injurious to the mind.

The first thing to be done with the study of geography is to reduce the amount to be memorized certainly to one-fifth of what is now given in the ordinary text-book course. Were I teaching a public school in Maine, and allowed to have my way about the matter, I would not attempt so much as one-fifth; and yet my pupils should leave school knowing more about the earth than the average pupil now knows. What I did attempt to teach should be so thoroughly taught as to be unforgetable, and ready for use at any moment. This is no more assertion, blindly made; it is what I have seen done.

Last year I attended the examination of a primary school whose teacher had instructed about thirty pupils in geography without using a book. She had a cheap wall-map, with a projection of the

world on one side, and of the United States on the other. Her questions, as she gave them to her class from day to day, she wrote in a small blank book, arranging them under general headings, thus: Countries, cities, mountains, volcanoes, islands, rivers, gold mines, wheat, cotton, and so forth. Nearly all the questions were topically arranged, and they covered the three departments of geography known as political, physical, and mathematical. It was the teacher's first experiment of the kind. Day by day, from the beginning of the term, she added to her list of questions, until she had five hundred at the end of the term. I think there was no pupil of the class who could not answer every question as fast as they could be asked, and in any order. Every pupil could do this because of the perpetual reviewing. As new questions were added day by day, the old ones were repeated. There was no dropping a thing once brought before the class. Children love to recite when they have something to say, and can say it. With such a drill as this class got, it took them but a few moments to give the answers to a hundred questions.

As I have already said, many of these questions were topical. Thus: Will you name the political divisions of South America? The ten largest cities in the world? The ten largest rivers in the United States? The five most productive gold regions in the world? In what countries does cotton grow? In what countries is the tiger found? What nations believe in the Christian religion? In the Mohammedan? In the Buddhist? Population of the principal countries of the world? It will thus be seen that the five hundred questions were made to cover a great deal of ground.

But what was better still, the questions were not answered in a merely mechanical way. The teacher had talked with the pupils again and again about each topic; had read to them from books of her own or others found in the neighborhood; and had illustrated in sundry ways. The pupils were required to point out all the places on the map, telling the direction and distance of the more important places from their school-house. Thus everything they learned had an impressive reality for them. All this that I say is no exaggeration whatever.

Perhaps it may be thought this teacher did nothing but teach geography during this experimental term. Not so. There was no neglect of anything. Indeed, she taught several other things out of the usual primary school course.

Last term I visited a grammar school in which the teacher of one class treated geography in a similar way. While the pupils used text-books, she had arranged in a note-book topical questions to the number of one thousand. I found the pupils perfect masters of these questions. For one, I believe the amount of geography covered by these questions enough for all practical purposes. If so much is unforgetably learned, the pupils would know more one year after leaving school, than they now know after using any of the present huge text-books.

I might mention other illustrative cases. But I hope I have said enough to convince every thoughtful teacher that a book of reference is not a suitable text-book in geography.

Cut down; cut down. Arrange by topics; arrange by topics. Repeat, repeat; repeat, repeat. C. B. STETSON.

EDUCATION IN FRANCE.

An important circular has just been issued by the minister of public instruction, M. Jules Simon, to the directors of the different departments of the university and subordinate schools. The circular prescribes methods to be employed during the next academic year, to reform the character of the instruction given.

The Paris journals have generally approved the plans of the minister, and display a lively interest in public education. One can hardly help perceiving, however, that the end proposed in the instruction is, to train up intelligent soldiers, able to cope with the educated Germans, when the day of retribution draws nigh.

A brief sketch of some points in the circular may interest the readers of the Journal. In the first place, a monthly teachers' meeting, for reports and discussion, is to be held, and the proceedings recorded. Especial attention is to be given to gymnastics, and any lack of suitable apparatus must be remedied. Muskets will be furnished for drill, and for practice in target shooting. In many places means of instruction in horsemanship will be provided at small expense. An important place is assigned to swimming. Frequent excursions on foot, map in hand, are prescribed, to accustom the youth to the use of plans and charts. The moderate number of six lessons on hygiene will be given each term. With respect to living languages, either English or German, at option, must be mastered by every pupil, so as to be fluently spoken. To receive a diploma, the

pupil must pass an examination in this modern language, a fact to be borne in mind from the beginning of the course. It is ordered that English or German shall be the only languages employed between teacher and scholar in the recitation room, after the rudiments of the language have been learned. In geography, the method to be pursued contemplates a thorough study, first of the town, and afterward extending to the department, France, Europe, and the map of the world. The minister regrets the lack of good maps, a want which will, however, be soon supplied. History is to be taught with exactness and veracity. M. Simon justly censures the falsehood of a history which tells the French youth that the French armies were not conquered at Waterloo. It is better, he says, to know the exact truth, and seek out the causes.

It is in respect to the teaching of Latin and Greek that the greatest reform is to be made. Acknowledging their importance as a means of mental culture and acquaintance with the most perfect civilization and development of man, the minister deplores the waste of time occupied in memorizing rules, writing compositions, and especially condemns Latin versification. These exercises are to be abolished, and the labor of the student directed to acquiring the ability to read the master-pieces of ancient literature. Of these he will read as much as possible, without delaying, after the first year, to subject each word to special study, grammatical and philological. A free exchange of questions and thought is recommended between pupil and teacher in the class-room. In all the Latin and Greek courses the object will be to instruct the pupil to read, not as heretofore, with a view to speaking those languages. A better acquaintance with the literature of France is to be sought, by means of free consultation of libraries, which will be established. There will be four examinations each year, to which parents may be invited. The usual prizes and diplomas will be conferred upon successful competitors.

From this brief indication of the views of the minister of instruction, it will be seen that France is waking up to a sense of her deficiencies in public instruction. Old methods of instruction, long since abandoned elsewhere, have been retained here, until their effect has been to humiliate the pride of the people in a direction where they were most sensitive. France has yet much to learn. Not until public schools are everywhere free to all will the republic, of which they are so proud, be firmly established.

PARIS, Oct. R. W. H.

THE MARKING SYSTEM.*

THE marking system may be defined to be a record of a pupil's conduct in school. The principal features of this conduct are:

1. Attendance.
2. Punctuality.
3. Deportment.
4. Study and recitation.

The utility of keeping an accurate record of the attendance, punctuality, and deportment of pupils, has not, to my knowledge, ever been questioned by any one whose opinion is entitled to weight; neither has that of marking examinations, whether oral or written.

The only question upon which there seems to be any substantial difference of opinion, is the following: 'Is it best to mark the daily recitations of pupils?' I shall, therefore, confine my attention to this question, and shall first consider the objections that may be, and have been urged against such practice.

These may be arranged under the following heads:

1. That it is an artificial, and hence unworthy incentive to study.
2. That requiring a teacher to record the value of each recitation clogs the freedom and ease of conducting the recitation.
3. That daily marks are not a correct index of the pupil's scholarship.
4. That the mechanical task of recording numerous marks is burdensome to the teacher.
5. That to be just in marking, the teacher can only call out that which is in the text-book, thereby hindering a broad and liberal culture.

I shall consider these objections in their order, and *first*, that it is an artificial, and hence unworthy, incentive to study.

To me this objection seems entitled to no weight whatever. With a vast majority of pupils, every incentive to study, whether natural or artificial, is needed to spur them to action, and it is unphilosophical and erroneous to claim that what is artificial is necessarily unworthy. All that raises man above the veriest brute that burrows in the prairie or roams through the forest, is his ability to make use of artificial means. Clothing, houses, and cookery are all artificial, but deprive

* From the *Iowa School Journal*,—a paper read before the State Teachers' Association, August, 1872.

us of the power to make them, and our condition would be that of the lowest savages. All civilization is artificial. Hence the charge of being artificial does not *per se* necessarily imply unworthiness.

Second, that requiring a teacher to record the value of each recitation clogs the freedom and ease of conducting the recitation.

This is probably true of some teachers, but it does not seem to be necessarily so, and is rather an argument against the ability of the teacher, than against the expedient of marking. A recitation may be conducted in all respects in precisely the same manner, whether it be intended to mark it or not, save and except that if marking be intended, the teacher's attention is compelled more closely to the performance of each pupil. This, however, is an argument for marking, not against it.

Third, that daily marks are not a correct index of the pupil's scholarship.

This is true; but it is no objection, nevertheless. The daily recitation itself, as conducted by even the best teachers, is no infallible index to the whole scholarship of the pupil. Nevertheless, the daily recitation is indispensable to the school. It is the nature of some even seemingly brilliant minds to forget readily,—such the recitation and marking both overrate. It is the nature of some other minds to see things slowly and dimly at first, but with a continually increasing clearness,—such the recitation and marking underrate; and there is not an objection that can be urged in this connection against marking the recitation that cannot be urged against the recitation itself. The best of human means are not perfect.

Fourth, that the mechanical task of recording numerous marks is burdensome to the teacher.

There is weight in this objection, as applied to many teachers of poor memory, weak ability, and little executive tact. Such require several times the amount of time to make a record that is required by another, and it is poorly done at last. Again, this is not an objection to the expedient, but to the teacher; and there are some who find this task so heavy that any attempt by them to use the marking system results in more evil than good. Such should not use it.

Fifth, that to be just in marking, the teacher can only call out that which is in the text-book, thereby hindering a broad and liberal culture.

There is more seeming than true weight in this objection, and a

little tact on the part of the teacher may make the marking system a direct incentive for the introduction of matter from beyond the sphere of the text-book. Thus, while the pupil is marked for the regular lesson from the text-book, extra marks may be offered for new matter brought from other sources.

These are the principal objections urged against marking daily recitations, and it appears from a careful analysis that they apply more to the use of the system than to the system itself. The hammer is a good tool, but one may pound his fingers with it. Should we throw it away on that account? In many other respects the system is liable to abuse by incompetent teachers, and the ways in which this may happen are so numerous that any attempt to enumerate them would be useless. It would be a hard task to name all the follies that are committed in the school-room.

Having answered the principal objections to the system, let us now consider its advantages. The principal of these may be enumerated under the following heads:

1. It is a powerful and constant incentive to the pupil.

2. That its results being more immediate, the stimulus is more powerful than that of the more distant regular examination, or the desire for high scholarship.

3. It cultivates a worthy ambition for intellectual superiority, and a prominent place among our fellow men.

I will consider these arguments more in detail.

First. It is a constant and powerful incentive to a pupil.

If the system is well handled, there can be no denial of this. 'But,' says one, 'is this stimulus needed?' 'Is not the satisfaction of good work well done sufficient?' Not in all cases. The teacher will frequently find it necessary to avail himself of every means his ingenuity can devise to accomplish his ends. In a school which is newly organized, or one that has become demoralized, the capable teacher can do as much in one year by a judicious use of the marking system as he can in two years without it. The desire to excel others is one of the most powerful, and within proper limits one of the noblest elements of our nature. The marking system is a daily and hourly appeal to this element. 'Do children need stimulating in this way?' says another. I answer, yes. The number of children who love study for its own sake is but a small proportion of those who do not. They must be interested by the best means we can devise, and

I know of none so ready in its effects as a good use of the marking system.

Second. The results being more immediate, the stimulus is more powerful than that of the more distant regular examination, or still more remote, and, to the pupil, frequently incomprehensible benefits of good education. I think this point will be conceded by any teacher.

Third. It cultivates a worthy ambition for intellectual superiority, and prominent place among our fellows.

The desire of distinction is very strong in most of our race, whether old or young. For another bar on his shoulder, or another row of buttons on his coat, the soldier risks his life upon the deadly field; the scholar labors to be able to write D. D., LL. D., or some other cabalistic letters after his name, and to the pupil in school, to rank one, is as proud a distinction as many for which bearded men spend the best years and energies of their lives.

But the considerations I have urged in favor of the marking system may have all the weight I claim for them, but it does not follow that there may not be other means equally well, or even better adapted to secure good school work, or that it is necessary, or even expedient to use it under all circumstances. As I have already said, it is much more useful in a new school which is working toward a better organization, or in one which has been demoralized, and which is sought to be brought to a higher standard. In raising the standard of attendance in a school, I know of no means so powerful as that of marking lessons which have been lost on account of absence, with zeros. But a school which has long been under good management, and in which the pupils have become fixed in regular, punctual, and studious habits, and in which the teachers are able to arouse a high degree of interest by their own ability and excellence, marking daily recitations may become a needless waste of time. I also think it seldom amounts to much in a primary school. As I have already hinted, the efficiency of the marking system is entirely dependent on the skill with which it is used, and in the hands of some teachers it is worse than useless. The best of tools are of no avail in the hands of bunglers, and it may be well to notice some of the principles which should govern its use.

1. The standard should neither be too high nor too low. It should be high enough to require vigorous effort on the part of the pupil to

reach it, and yet not so high as to discourage him by its difficulty. On the other hand, if the standard is placed too low, it ceases to be of value in the mind of the pupil. We only value that which is difficult of attainment.

2. The record should be so kept that it is impossible for the pupil to falsify it.

3. The pupil should keep his record upon a report card; the teacher in a class-book. It is a much greater incentive to the pupil to have his record constantly before him, and he is thus enabled to make out his monthly standing, a task of too great magnitude for the teacher to undertake for the whole school.

4. The teacher should be very careful not to fall into a mechanical habit of marking. There is a constant tendency to this habit, and hence the teacher should constantly guard against it. The mark should usually be given for the quality of the recitation; seldom for the performance of a specific amount of work. The latter method almost inevitably leads to superficial and mechanical work on the part of the pupil. Mark for vigor of thought, for force of reasoning, for excellence in method, more than for correct literal answers or results.

5. Offer extra marks for work of extraordinary difficulty.

6. Do not consult with a pupil in regard to his mark, nor often allow him in any manner to judge his own case, nor to question the mark at the time. He should be permitted, however, at a proper time, to call the teacher's attention to any error, oversight, or injustice which he may suppose to have occurred. If an error has been made, the mark should be corrected.

7. Give zeros for lessons lost on account of absence, and half-marks for made-up lessons. This is an incentive to regular attendance. Lessons lost by sickness may, perhaps, have full marks.

8. If all the class do not recite at every recitation, the mark should be blank. Some teachers prefer to mark the same as the last mark given in that study. The former method seems the better.

9. In some manner the industry of the pupil should be taken into account in marking. A good way of determining the pupil's monthly standing is to take an average of his deportment, industry, and scholarship, as shown by his recitation marks.

10. The relative rank of the pupils of the month. This should be an inseparable adjunct of the system, or it will be the play of Hamlet

with Hamlet left out. The parent should also be furnished with a monthly report of the pupil's performance.

In conclusion, I do not wish to be understood to claim that the marking system is a patent method, possessing wonderful or miraculous powers. It will not make a good school with a poor teacher. It will not make a good teacher of a poor one; but in the hands of an able teacher it will be found a powerful auxiliary—such as under many circumstances he cannot afford to neglect.

A DEFENSE OF TEACHERS.

THE defects and deficiencies of the teachers in our public schools are set forth in all quarters, and with the utmost freedom. This unfortunate class seems to be regarded as legitimate game by all marksmen, and we not unfrequently see a teacher firing a shot into the ranks of his own comrades. I propose to say a few words in their defense.

But, in the first place, I will admit that very many persons are engaging in this calling who have no vocation thereto, selecting it solely because they cannot find anything which, as an avocation, they like better, and not because they are in any degree attracted to the occupation, or feel any interest in the development of intellect or character. Such people should never be selected to fill the post of teacher; they are radically unfitted for it. And, undoubtedly, the standard of intelligence among the teachers of this State is very low. A certain proficiency in oral and written arithmetic (this is the great, imperative requisite, possessing which, the applicant is almost certain of success), a smattering of what is pleasantly termed 'English grammar,' such knowledge of geography as comes of a mere mechanical drilling in text-books, without any general reading, and the ability to 'write a good hand,' constitute the average of attainments. To these some add a number of historical dates, which they and their employers are raw enough to regard as 'history.' Anything like a knowledge of the general philosophical principles lying at the bottom of the science of numbers, is exceedingly rare; and there is not one teacher in a dozen who has a respectable knowledge of English literature, who has read even the best works of fiction, such as Charlotte

Bronté's 'Jane Eyre,' Dickens' 'Martin Chuzzlewit,' or Thackeray's 'Vanity Fair;' or, in the field of poetry, is familiar with Hood or Tennyson, to say nothing of men of transcendent genius, such as Milton and Shakespeare. And the common-school teacher who has read Buckle's 'History of Civilization,' Froude's account of the times of the Tudor princes, or Schiller's history of 'The Revolt of the United Netherlands,' would be a prodigy among his fellows. Very few possess such knowledge of natural science as would admit of any taste for the works of Huxley; and Herbert Spencer's 'First Principles' not one in a hundred *could* read. Having conceded all this, let us look at the other side of the question.

Generally receiving for his services no more than is paid to a mechanic of equal qualifications in his department of labor, often less, the teacher enters a school-room which is frequently anything but inviting, in a location which is anything but attractive, and in the midst of a society which is anything but congenial to a person of culture. He finds in this school-room perhaps forty scholars of every grade of—ignorance. These unfortunate children have, in the majority of instances, been bred up without either good manners or good principles; of them one might say, not that they were *educated*, but as the famous 'Topsy' of the story said of herself, that they 'growed.' Allowed daily to insult their parents through some form of disrespect, often a disrespect without disguise, they expect the teacher to endure the same insolence which they indulge in at home; and they are brought together in the school as in a kind of limbo. From this chaos the rectifier of parental mismanagement is expected to educe order. If he adopts the means indispensable to this end, he is directly accused of 'harshness' and 'severity,' or finds, *at least*, that he is supposed not to 'understand' or 'sympathize' with children. If he allows things to take their course, he is, with equal certainty, set down as 'unable to govern his school.' License is what such parents practically demand for their children, and, as usual, they give it the fine name of 'liberty.'

Let no one deny that these things are so. I do not believe there is a teacher of any experience in the State who has not observed abundant facts of this kind, either in the discharge of his own duties or in the cases of some of his acquaintances, or both. There are many people in the world who, indifferent to the public welfare, in

all difficulties of this kind imitate the ostrich, which, when closely pursued, hides its head in the nearest bush. So that it cannot *see* the danger, it is satisfied. Thus the class I have alluded to pretend to ignore the teacher's difficulties and their causes, so disgraceful to the community, and will assure you, very coolly, that *they* have never known of any children capable of such behavior as I have described.

But no remedy is ever applied to any abuse until that abuse is frankly acknowledged as such, and its nature thoroughly investigated. Nothing but radical treatment will suffice. Yet, the task is a very ungrateful one; and it is *so* much easier to make the poor teacher the scapegrace on whose back are loaded the sins of the district where he happens to be sojourning. This disposition of the difficulty requires nothing but the commonest capacity, united with a censorious temper, *which is adroit enough to pass itself off for amiability.*

The vast majority of parents (of course, there are hundreds of noble exceptions) look upon education as a little more than a preparation for success in practical life, either through money-making or office-seeking—the latter is becoming quite general *as an occupation* —and cannot appreciate the efforts of a conscientious and intelligent teacher, who is striving to eradicate selfishness and injustice from the hearts of his scholars, that he may mold noble characters, and thus lay the foundations of a generous commonwealth.

In support of this assertion, I will adduce, from an immense number of others, the following two anecdotes, for the truth of which I can vouch:

A conscientious girl of my acquaintance, who was teaching in one of our largest Pennsylvania towns, had, among her pupils, a stout lass of twelve or fourteen, who was greatly given to the weakness of lying. The lady had labored long and patiently with the offender, trying to show her how wrong it was to lie, and how injuriously it would affect herself. She had again detained her after school hours to talk with her on the same subject, on account of a new and aggravated offense. While thus engaged, the door was opened, and the mother of the pupil entered. 'Miss ———,' said she, in a shrill voice, 'I want to know what's the reason you are always a-keepin' my daughter in.' 'I have detained your daughter, madam, because she has again been guilty of falsehood,' was the reply. 'I want you to know, Miss ———,' responded the parent, 'that I can teach my

daughter mor'ls and manners at home; I send her here to learn readin' and writin' and rethmetic, and not mor'ls and manners.

In the other case, some slight punishment had been inflicted for fighting on the way home from school. The teacher received the next morning the following note from the father of the boy who had offended:

'——, the 8 october 187—

Miss rite i want you to quit aquarlan with my son if you dont ile try the law on you.'

Coöperation is a thing which few experienced teachers are verdant enough to expect, the most of them would be satisfied if they were not positively hindered in the discharge of their duties by some patron or patrons of the school. Not unfrequently the person thwarting their conscientious endeavors is a member of the school-board, who has managed to get the post as a stepping-stone to 'something higher,' politically, or that he may be able to secure impunity for his own children; sometimes he accomplishes both ends at the same time.

The president of a certain board of directors in one of the oldest neighborhoods in the State, an educated physician told me, a few years ago, that through such causes as these the schools of the township had, during that year, been a positive *curse* to the community, and that it would have been better for them if the taxes collected for school purposes had been thrown in the river.

Few, indeed, are they who believe with Locke, that 'a well-tempered soul' is better than any kind of learning whatever.

Having made this brief defense of a much-abused class, whose claims are seldom heard, I leave the subject to the reflection of those who are capable of making dispassionate observations for themselves.

Penn. School Jour.

THE BIBLE IN SCHOOL.

'We would like to see the Bible in our schools,' says the most eloquent advocate of the Catholic and German side of the question, 'but we do not wish to *force* it into them;' a plausible but sophistical way of putting the matter! This forcing of the Bible into the schools is what no Protestant wishes; o. The friends of the Bible stand on the defensive rather, to prevent the forcing of

Bible *out* of the schools. The *forcing*, then, is not with us, but on the other side. The foreigner finds the English Bible in our schools, and asks for its displacement. He agitates for a change in a national custom; for the ejectment of the Bible from our free schools. He asks this for his own suiting, to gratify a pique or prejudice against our Protestant institutions. We decline to make the change. We see no good reason for it. We are not ready to accommodate ourselves to foreign prejudices, nor to allow European immigrants, with strange religions, and worn-out ideas of government, to inaugurate a revolution in our institutions. We do not think it wise and well to do so. We are not the ones who ask for a change; it is the other party, the foreign element, that asks for it. The immigrant is the aggressor, the revolutionist here. The change asked for is from a tested and time-honored custom to the dangerous experiment of removing an acknowledged pillar from our educational and religious system.

The eloquent orator and lecturer, then, is unfair to put the question thus; as if we were the aggressive party, attempting to *force* an obnoxious innovation and experiment upon our common schools! We are satisfied with things as they are. We have tried the Bible in our institutions of religion and education for two hundred and fifty years, and the experiment has worked well. We have tried those institutions that were founded on the Bible, and have found them to work well! Nothing has been able to overthrow them, and nothing will ever be able to overthrow them. We want no change; we ask for no change; we shall allow no change that does not come of our own choice and free will!

But the trouble lies here: the foreigner, encouraged by the atheist and the skeptic, does not like to see the Bible in our schools, and hence they conspire to force it out of them, and so change the type of our institutions and government. But this we do not like; we do not count it fair; it is asking a little too much. We permitted them to come to our shores, and take part in our civilization, but not to *overthrow* it. If any change was involved in their coming here, it should have been on their part, in conforming to *our* usages and type of civilization, and not by forcing us to accept theirs. The Roman Catholic, the German Protestant, the French Infidel were permitted to come here, were in some sense welcomed here; our

laws gave them access to citizenship through naturalization, but on the implied condition that they should conform to us and become good citizens according to our *American* ideas and habits. So it is gratuitous in them to agitate for a change of our American institutions.

If the question was agitated for the first time of *introducing* the Bible into our common schools, it would rest on somewhat different ground from the present. The Protestants would be the innovators, the aggressors, and the foreigners would have plausible ground for protest. It would be putting things upon a different basis or foundation from the one now held. It would be otherwise than had been anticipated by them. They might argue that they had been misled and wronged in being thus forced to conform to a system of education and religion different from the one that they had supposed to exist here, and that had invited their emigration to our country. But no such imposition has been practiced upon them. They came here with their eyes open, knowing well to what they would come, and to what they would be expected to conform.

We ask, then, that this question be put fairly and met fairly. We have not deceived those who have come to us. They are here under no misapprehension. They knew this was a Bible land; that they would find the Scriptures everywhere, and that they would have need to take part with us in sustaining institutions founded on them. So it is not the native American, but the immigrant and adventurer, that undertakes this *forcing* process complained of.

And here we would say, if the removal of the Scriptures from our schools would satisfy the Catholics and end the controversy, it would give a new aspect to the question, and plausibility, at least, to the argument. It would have the merit of a *peace*-measure, to say no more. But who believes that Romanists and skeptics would be content with this only? They have far more in thought; it is a thorough revolution of the American system that is aimed at. Nothing short of this will satisfy the opponents of the Bible. The great trouble with the Papist is that our schools are Protestant in form and influence; that they are taught mainly by Protestant teachers; that our school-books are Protestant; those of history, of mental and moral philosophy, and the like! We admit that the influence and tendency of our school system is decidedly Protestant, and

works powerfully to protestantize the foreign element that comes into contact with it. This the Romanist knew, but does not like. His religious system has special charms for him, and so he aims to revolutionize the public schools, and make them, ultimately, *papal*. Nothing short of this will satisfy him. He agitates to this end, not asking for the whole at once! These prefer to concentrate against the *corner-stone* of our hated institutions, the Bible. They would *seem* modest in their demands,—the removal of an offensive book from the schools! But never, never will they be satisfied till the whole is accomplished! The leaders cautiously admit this. And yet they plausibly ask for one thing at a time, putting their claim on religious ground, making it a question of conscience and natural right. But carrying this point they well know will logically involve a concession of the whole ground!

Now we must make a stand somewhere. Yielding carries with it concession and weakness, if it be of a principle! Such yielding emboldens opposition, and gives courage and effrontery to effort and antagonism.

So we can more easily make a stand at the outset than after a defeat. We can more consistently take ground and hold it than attempt to hold new ground when driven from our strongholds. Certainly, if we can't stand on the *Bible*, we can't stand on lower and weaker ground.

But it it said, the 'Bible is of no use in the schools, then why not give it up?' But we hold that the Bible *is* of use in the schools. It cannot be opened there without an influence; much less, read at devotions and in the daily lesson, and be put thus in the memory, without a powerful and life-long influence. How, then, can we give up that upon which so much rests? We can give stronger reasons for retaining the Scriptures in school than Protestant text-books and culture. It is a difference between that which is inspired of God, and that which comes of the wisdom of men. The Bible has been in the public schools, and without protest, till recently. Its presence in the schools gives to them its divine sanction. The Bible has always been the book of the people. It is the life and glory of our American institutions. We surrender too much, then, when we allow the Bible to be *forced out* of the schools. It will be but the beginning of a still greater revolution.

So we are prepared to say that if the agitation was for the *introduction* of the Bible into the schools for the first time, while the question would thus be put on different ground than at present, we should be forced, nevertheless, to advocate this step for the sake of the influence to be gained therefrom. Foreign missionaries regard their schools as *doubled* in power upon the intellect and character, by reason of the large use made of the Bible in them; and we have no doubt that they judge right in the case. We should thus be compelled to vote in favor of putting the Bible into our common schools, though it were for the first time, and had the disadvantage of being an innovation, and for the above reasons; but now we stand on the high ground of established *usage* and *custom;* and instead of forcing the Bible *into* our schools, we are only contending against those who would *force it out* of them; to be followed by the banishment of all that is liberal and Protestant. W. W.

AMERICAN WONDERS.

THE greatest cataract in the world is the Falls of Niagara, where the water from the great upper lakes forms a river of three quarters of a mile in width, and then being suddenly contracted, plunges over the rocks in two columns, to the depth of one hundred and seventy feet each.

The greatest cave in the world is the Mammoth Cave in Kentucky, where one can make a voyage on the waters of a subterranean river, and catch fish without eyes.

The greatest river in the world is the Mississippi, four thousand one hundred miles long.

The largest valley in the world is the valley of the Mississippi. It contains over five hundred thousand square miles, and is one of the most fertile regions of the globe.

The largest lake in the world is Lake Superior, which is truly an inland sea, being four hundred and thirty miles long, and very deep.

The longest railroad in the world is the Pacific Railroad, over three thousand miles in length.

The greatest natural bridge in the world is the natural bridge over Cedar Creek, in Virginia. It extends across a chasm eighty feet in

width and two hundred and fifty feet in depth, at the bottom of which the creek flows.

The greatest mass of solid iron in the world is the great Iron Mountain in Missouri. It is three hundred and fifty feet high, and two miles in circuit.

The largest deposits of anthracite coal in the world are in Pennsylvania, the mines of which supply the market with millions of tons annually.

FIGURE WORK.

FIGURES serve singular purposes. German newspapers made much of a prophecy and its confirmation in connection with the late war. This prophecy was fulfilled in the fall of Louis Philippe, and seems to be again confirmed in the downfall of Napoleon. The following is the figure work:

Louis Philippe was born in	1773
His queen was born in	1782
They were married in	1809
Ascended the French Throne in	1830

Add these historical dates as follows:

1830	1830	1830
1	1	1
7	7	8
7	8	0
3	2	9
1848	1848	1848

The result is the memorable year of 1848, in which Louis Philippe abdicated the French Throne.

Now apply the same calculation to Louis Napoleon:

Napoleon III. was born in	1808
The Empress Eugenie was born in	1826
They were married in	1853
Ascended the throne in	1853

Add these as above:

1853	1853	1853
1	1	1
8	8	8
0	2	5
8	6	3
1870	1870	1870

And where was Louis Napoleon the year of our Lord 1870? To say the least, this is a remarkable instance of prophetic figure-work, for it is said to have promulgated some years before Louis Philippe abdicated, and to have been in a similar manner applied to Louis Napoleon. In this case 'Figures don't lie.'

THE ARTIST'S WORK.

An artist for a block had sought
Long years, from which there might be wrought
An image of the true and right
To gladden hearts and bless the sight.

At last he finds what seems to be
From every stain and blemish free;
He bears it home, much pleased to find
A block well suited to his mind.

Five years he wrought upon the stone
Ere he could call his labor done,—
Years filled with days of toil severe,
Days alternating with hope and fear.

His work he gives to public gaze
That all who see may blame or praise;
And while a few his skill commend,
Others their jeers and censure blend.

From critic's eye he quick does hide
What he had hoped would be his pride,
And in a private niche, with tears,
Places the labor of his years.

Oh happy ye who strive for fame,
Concealing all your works which shame;
Little ye know how hard 's the place
Of those who teach the rising race!

They cannot hide their work from sight,
For it must stand the searching light;
And though it pass the critic's test,
How little is the teacher blessed? H.

Who gathers a fortune like niggardly knave,
Must afterwards serve it as miserly slave.

The purse of a pauper and proud haughty heart,
Will be more congenial when farther apart.

RESIDENT EDITOR'S DEPARTMENT.

BACKWARD AND FORWARD.

ANOTHER cycle of the calendar is nearly completed, and we shall soon be at the close of the year of grace one thousand eight hundred and seventy-two. Each year is eventful, and the one now nearing its close is no exception to that remark. Important events have been added to the annals of the past; great calamities have fallen upon mankind, and numerous blessings have been bountifully dealt out by an ever kind Providence. In the educational world it has been a year of agitation and of progress. Indeed the subject of education is now the leading topic which occupies the public mind. At home and abroad it is enlisting the co-operation and the wisdom of some of the greatest minds of the age. This is certainly a cheering sign, and one from which we may all take courage. In our own country there has been made, we are quite sure, considerable progress in diffusing among teachers a knowledge of better methods of teaching, and of more correct views in regard to the philosophy and aims of teaching. Teachers are also feeling and manifesting more respect for their calling, and we trust the day is not far distant when teaching shall be recognized as a profession indeed, and when those who engage in it shall be, in every sense, worthy of the profession.

With the close of the year we close also the sixth volume of the MAINE JOURNAL OF EDUCATION. We return our sincere thanks to those who have contributed to our pages during the year, and we hope they will for the coming year continue their favors. We mean to improve our JOURNAL and make it as good as can be done by the best efforts of ourselves and friends. We shall endeavor to give every month articles of a practical bearing upon the work in the school-room, as well as those of a more general character and scope. It is, also, our desire to make the JOURNAL more of a medium for educational intelligence, both for our own State and for the country at large. Will the teachers, school committees, and friends of education in Maine assist us in this matter? Send us items of news, and your thoughts upon any educational topic upon which you choose to express yourself. Please continue your subscriptions and ask your friends to become subscribers and readers of our JOURNAL.

PUT OVER.—We regret that an article on the Educational Needs of Maine, by the monthly editor, came too late for insertion. It will appear next month.

SPECIAL NOTICE.

In ordering the JOURNAL changed from one post-office to another, always mention the office where it is then sent.

RECEIPTS. We frequently receive requests for amount of *dues* and for *receipts* for money sent. By looking at the date after your name on every JOURNAL sent out, you can tell in a moment, as the JOURNAL is $1.50 per year, or fifteen cents per number for shorter periods.

CITY SUBSCRIBERS, who receive their JOURNALS through the carriers, will be hereafter expected to pay $1.75 per year.

EDUCATIONAL INTELLIGENCE.

MAINE.

There were sixty students in Limerick Academy during the fall term.

The school officers of Augusta have purchased a McPhail piano for the grammar school.

The fall term of the North Bridgton Academy closed with an examination of classes the last week in November. Mr. I. B. Choate is the principal.

Skowhegan is to have a course of public lectures by Prof. C. F. Brackett, of Bowdoin College,

GOOD.—We hear that several new school-houses are building in Oxford county.

The Oxford Normal Institute, at South Paris, closed its fall term with a successful exhibition Nov. 15.

We regret to learn that Dr. Torsey, of Kent's Hill Seminary, recently met with an accident by which two of his ribs were broken.

The fall term of Hebron Academy closed on Thursday the 4th ult. The term has been successful; 112 scholars have been in attendance, fourteen of whom are fitting to enter college next year.

Bates College, at Lewiston, has 115 students classified as follows: 19 Seniors, 20 Juniors, 18 Sophomores, and 39 Freshmen. In the Theological school 19,—4 Seniors, 8 Middle Class, and 7 Juniors.

'Prof.' Kimball, of Boston, elocutionist, challenges Mr. Metcalf, of the Norway Normal Institute, to give three recitations with him for a prize of $100.

The semi-annual exhibition of the prize declaimers at Oak Grove Seminary, took place at the Methodist church in Vassalboro, on Friday, Nov. 22. Six prizes were awarded.

PERSONAL.—In the article on 'Education in France,' in our present number, the reader will recognize the initials of one of our monthly editors, Prof. Hall, of Colby University, now in Europe.

CATALOGUES.—We have at hand catalogues of the Maine State College of Agriculture and the Mechanic Arts, Bates College, California State Normal School, and Richmond, Va., Normal and High School.

The Piscataquis *Observer* advocates the abolition of the school-district system. The samepaper speaks approvingly of the institute recently held in that county by Messrs. Corthell and Luce.

CLOSE OF THE INSTITUTES.—The fall series of Teachers' Institutes closed at Lewiston the last week in November. We think, from what we have heard, that they have been, on the whole, quite profitable to those who have attended them; but the attendance should have been larger. Prof. Tenney and Mrs. Diehl are good instructors and managers, and have devoted themselves to their work with great fidelity. We had the pleasure of hearing them both at Biddeford, and could but regret that so many of the teachers in York and Cumberland counties neglected to avail themselves of so good an opportunity for improvement in their calling.

Westbrook Seminary has been very successful during the past year. Mr. C. B. Varney is acting principal. During the year the number of students has been as follows: Collegiate department has 43. Academical 80. General list, ladies 90, gentlemen 76. Total 289. Attendance, winter term, ladies 49, gentlemen 47; total 96. Spring term, ladies 84, gentlemen 70; total 174. Fall term, ladies 100, gentlemen 90; total 190. Total by terms 460. This institution confers the degrees of Laureate of Arts and Science. The course of study embraced in the several departments is marked by variety and thoroughness. Under the Normal department special attention is given to those fitting themselves as teachers.

DEATH OF A DISTINGUISHED SCHOLAR AND TEACHER.—Our country has met with a great loss in the recent death of Prof. James Hadley, of New Haven, Yales' most complete and finished scholar. He was best known as a professor of Greek; but he was almost equally eminent as a scholar of Anglo-Saxon and early English, as a mathematician, as a student of civil law, and as a critic of *Belles-lettres*. His Brief History of the English Language prefixed to Webster's Unabridged Dictionary is one of the clearest and most comprehensive surveys of the history of our mother tongue that has ever been written. Were it published in separate form it would make a better text-book for the general study of early English than any one we now possess.

BOOK TABLE.

THE SCHOOL FESTIVAL. The publisher, Mr. Sewell, of Chicago, Ill., writes us that the two last numbers for 1872 are *delayed*, but will surely be sent to every subscriber. Those who have subscribed through the JOURNAL OF EDUCATION we hope will be patient, and lay all fault to the great fire in Chicago, which seriously crippled the publisher of the *Festival*.

NAST'S ALMANAC for 1873 is out. It is sufficient to say that the illustrations are Nast's own. Published by Harpers.

A WOMAN'S VENGEANCE, A GIRL'S ROMANCE, and FOR THE KING are the titles of Nos. 382, 383, and 384 of Harper's Library of Select Novels.

NEBULÆ, COMETS, and METEORIC SHOWERS is the title of No. 5 of Half-hour Recreations in Popular Science, published by Estes & Lauriat, Boston.

ARTHUR'S LADY'S HOME MAGAZINE has a variety of reading and illustrations.

BACON'S ESSAYS. With annotations by Dr. Whateley. Boston: Lee & Shepard.

The writings of Bacon are classic, and this students' edition brings those writings, in good dress, within the reach of all book-buyers.

ROBERT B. THOMAS' OLD FARMER'S ALMANAC is a family classic, and is issued for 1873 by Brewer & Tileston, Boston, and Loring, Short & Harmon, Portland.

GODEY for December is promptly on hand, and a magnificent number. Now is the time to subscribe. See their prospectus in our October number; also note our club list.

MR. BLAKE'S WALKING STICK is the title of a very pretty Christmas story for boys and girls, by Edward Eggleston. Published by Adams, Blackmer & Lyon, Chicago. Price, in green cloth, fifty cents.

HARPER for December makes a beginning for a new volume. Marco Polo and his Book; The Dome of the Continent; the Library of Congress, and The Old Romans at Home are finely written and well-illustrated articles.

THE HERALD OF HEALTH has been very successful this year. It is devoted to the Culture of Body and Mind. A new chromo is offered to new subscribers. Published by Wood & Holbrook, New York, at $2.00 per year.

Agents may learn something greatly to their advantage and obtain specimens and full particulars free, by addressing Wood's Literary and Art Agency, Newburgh, N. Y.

HALL'S JOURNAL OF HEALTH for November is full of racy and valuable articles on Ventilation, Paralysis, Home Training, etc. $1.50 per year. Hurd & Houghton, Cambridge, Mass.

DICTATION PROBLEMS AND REVIEWS: to accompany Hagar's Common School Arithmetic. Philadelphia; Cowperthwait & Co.

This little work, for teachers, will be found very useful for those using Hagar's excellent series of arithmetics.

The December number of SCRIBNER'S MONTHLY has a good variety of papers. New Ways in the Old Dominion and A Peep at the Bird Shops are illustrated articles. Mr. Holland's new story, Arthur Bonnicastle, commenced in the November number, is continued this month with increasing interest. It is a story of peculiar fascination, American in its character, and destined to be highly popular.

OLIVER OPTIC'S MAGAZINE for this month finishes several serial stories and will open a new year with brilliant attractions. Nothing better than Oliver Optic's Magazine was ever prepared for young folks. Lee & Shepard, Boston, are the publishers; $2.50 per year.

THE NURSERY. A home is not a home without children; and children without the *Nursery* have not a well-equipped home. It is the best thing published for the little ones. See our club-list. Published by J. L. Shorey, Boston, at $1.50 per year.

THE YOUNG DECLAIMER. By Charles Northend. New York: A. S. Barnes & Co.

This will be found a most excellent collection of prose and poetry, in a variety of selections, for declamation by young beginners in that branch.

There is no publication that we commend with more pleasure than the YOUTH'S COMPANION, published by Perry Mason & Co., Boston, at $1.50 per year. It is always filled with interesting and healthy reading. See our club-list.

THE PHRENOLOGICAL JOURNAL for this month closes the year well. It has an excellent portrait of the late W. H. Seward, with a sketch; a portrait of Wm. B. Astor, with an article on his life and character, etc., etc. Published by S. R. Wells, New York, at $3.00 per year.

MERRY'S MUSEUM has been united to the *Youth's Companion*,—a union of the two oldest of our youth's publications. Nathaniel Willis, father of N. P. Willis, first published the *Companion* nearly fifty years ago,—and to-day it is one of the sprightliest and most enterprising sheets in the country.

THE LADIES' FRIEND for December is at hand. It is a fine number for closing the year with,—character well sustained. $2.00 a year, or $2.50 with chromo of 'Little Samuel, the child prophet,' for 1873. Deacon & Peterson, Philadelphia.

THE FOURTH READER. By Lewis B. Monroe. Philadelphia: Cowperthwait & Co.

Another volume of this beautiful series of readers has been issued, and is, in selections, illustrations, and clearness of type, in keeping with the other books of the series already before the public.

We desire to commend LITTELL'S LIVING AGE to those of our readers who are making up their list of periodicals for the coming year. It is of itself a library of choice and varied reading, always sterling and good. Published weekly by Littell & Gay, Boston, at $8.00 per year, postage prepaid. Each number contains sixty-four pages. See our club-list.

OUTLINES OF HISTORY. By E. A. Freeman. New York: Holt & Williams.

The author of this work gives us, for schools and for the general reader, a general summary of the early history of European nations, beginning with Greece and Rome. It is introductory to other works forthcoming, in which he intends to take up the history of all the European nations, and others which have drawn their civilization from Europe. Judging from this volume the course will be a good one.

SONG LIFE. For Sunday Schools. By Philip Phillips. New York: Harper & Bros.

This book illustrates in song, set to music, the journey of Christiana and her children to the celestial city. It will be a novel exercise in the Sabbath School.

APPLETON'S JOURNAL. The illustrated historical articles found in almost every weekly number are worth the subscription price of this journal, to say nothing of the valuable articles always found under the headings of *Scientific Notes*, *Miscellany*, *Foreign Notes*, etc. Weekly, $4.00; Monthly, $4.50. See our club-list. D. Appleton & Co., New York.

TRAINING LESSONS IN THE ELEMENTS OF ENGLISH GRAMMER. By Alfred Holbrook. Cincinnati: G. E. Stevens & Co.

The object of this book is to lead the pupil into a knowledge of language and its use. It is a free and independent course, and in the hands of a good teacher it cannot fail to be highly serviceable.

THE ATLANTIC MONTHLY for November has a very entertaining article by Parton. Jefferson's Return from France in 1789, which revives in a very pleasant manner many reminiscences of the olden time when our country was young, which well repays the reading in several ways. $4.00 per year. J. R. Osgood & Co., Boston. See club-list.

LIPPINCOTT for this month has an article, illustrated, entitled Searching for the Quinine Plant in Peru; also an interesting one on Oriental Sports. This magazine has attained a high standard, and will offer many attractions for the coming year. George McDonald will furnish a new serial, and many articles of travel, and others will be fully illustrated. Published by J. B. Lippincott & Co., Philadelphia, at $4.00 per year.

THE EUSTACE DIAMONDS. By Anthony Trollope. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

The author of this work has many strong points as a writer, and he shows them in this story, which is one of singular interest. The characters are well drawn, and the reader's expectations are well met as the thread of the story is carried out.

THE ECLECTIC for November contains a splendid portrait of the historian, Froude, now in this country, and sterling articles on Japan, Development in Dress, Shooting Stars, etc. The December number has a portrait of the late Norman MacLeod, and opens with an article on the present phase of prehistoric Archæology, with other papers of varied interest and merit. Published by E. R. Pelton, New York, at $5.00 per year. See our club-list.

HARPER'S MONTHLY, HARPER'S WEEKLY, HARPER'S BAZAR, are each of them models in their line. While we might criticise some of Nast's political cartoons in the weekly, as lowering the dignity of that valuable publication, we are free to say that the Harpers are ahead of all others we know of in supplying all the needs of a family in the literary line. $4.00 each per year, any two for $7.00, or all three for $10.00. See our club-list, and also advertisements in this number.

HISTORY OF ENGLISH LITERATURE. By H. A. Taine. Condensed and arranged by John Fiske. New York: Holt & Williams.

This is an abridgment of the two large volumes upon the same subject by Mr. Taine, published a year or two since. As its title indicates, it is a history of English Literature, and is adapted for school use. It is a work of intense interest, and we commend it to the notice of teachers and readers.

THE ILLUSTRATED CHRISTIAN WEEKLY, published by the American Tract Society, of New York, and edited by Rev. Lyman Abbott, is most beautiful in its illustrations and mechanical execution. It recently gave a very fine portrait of Henry Ward Beecher, and J. S. C. Abbott began a fascinating history entitled 'William the Conqueror.' The report of Anthony Comstock, showing what one man has done to suppress the trade in licentious literature in New York city during one year, is an important article.

John E. Potter & Co., Philadelphia, have in press and will shortly publish POTTER'S COMPLETE BIBLE ENCYCLOPEDIA; a Universal Dictionary of Biblical, Ecclesiastical, and Historical Information, from the earliest times to the present day. By Rev. William Blackwood, D. D., LL. D., author of 'Blackwood's Comprehensive Aids to the Study of the Holy Bible,' etc., etc., with valuable contributions by other eminent divines. Comprised in about 2000 brevier pages, quarto, with nearly 3000 illustrative engravings.

THE ALDINE for December is the most magnificent art magazine we ever beheld, containing 35 beautiful engravings; it is truly a holiday number. The publishers say that they now have a large number of the chromos, 'The Village Belle,' and 'Crossing the Moor,' printed, and hope to be able to supply them promptly on receipt of the subscription. Remember we receive subscriptions, and taken with the JOURNAL, you will have both magazines and two chromos for $5.25, the *Aldine* alone being $5.00.

THE MARBLE PROPHECY, and other Poems. By J. G. Holland. New York: Scribner, Armstrong & Co. Portland: Loring, Short & Harmon.

To the hasty reader the Marble Prophecy may not seem to add to Mr. Holland's reputation as a poet, a reputation well established. But the careful reader will, we think, find much in the poem to admire and praise. The vein of thought is somewhat abstruse, but it is rich and poetical. Mr. Holland leaves us in no doubt as to his opinions of Roman Catholicism. The other poems in the volume are very good.

THE PERSONAL HISTORY OF DAVID COPPERFIELD. By Charles Dickens. New York: Harper & Brothers. Portland: Loring, Short & Harmon.

A little girl remarked to Dickens when in this country, 'I like David Copperfield the best of all your books.' 'So do I,' said the author. Very many of the readers of Mr. Dickens' works agree with them in that verdict, and both they and all others will welcome the story of David Copperfield in the elegant dress of the Household Edition. It contains an elegant portrait of the author, and more than sixty illustrations by Barnard.

OUR WORLD. No. 2. A Second Series of Lessons in Geography. By Mary L. Hall. Boston: Ginn Brothers.

The author of this work published a small book several years since under the above title, which has been very serviceable to teachers in giving instruction in elementary geography. In this work the same methods are applied to the advanced steps in the science, and includes, not only topography, but history, animals, and vegetable productions. It is a very successful departure from the old routine system of teaching geography.

BARTHOLEMEW'S DRAWING BOOKS. New York and Chicago: Woolworth, Ainsworth & Co.

Mr. Bartholemew's system of Drawing has been for a number of years in extensive and successful use. It is adapted to schools of all grades, and can be easily learned and taught by those who have no experience in drawing. We have before us, in six numbers, a revised edition, accompanied by a Teacher's Guide, with minute directions for teaching the system. This edition embodies the results of the author's experience and latest studies upon the subject.

THE BRYANT & STRATTON BUSINESS ARITHMETIC. By H. B. Bryant, E. E. White, and C. G. Stowell. New York: Mason, Baker & Pratt. Portland: Bailey & Noyes.

In a large octavo of more than 550 pages, the authors have prepared a treatise that means business. For business men, and for schools where preparation for business is made a specialty, it will be a book of great value. It covers the whole field of commercial and business computations, and has a great variety of practical problems and valuable tables of reference. The authors are men well known as teachers of successful experience.

SWINTON'S PROGRESSIVE ENGLISH GRAMMAR. New York: Harper & Bros.

We are glad to find in this book something besides the stereotyped matter usually found in the thousand and one grammars with which almost every teacher's table is laden. The work is quite original and unique. Etymology is treated so as to give the learner some idea of the growth and formation of our language; and Syntax, Analysis, and Composition will, we think, give the pupil skill in understanding the English sentence, and in clothing his own thoughts in correct and well chosen language. Teachers should examine the work.

THE CHANDLER ELEMENTS OF DRAWING. By John S. Woodman. Boston: Ginn Brothers.

The late Prof. Woodman, of Dartmouth College, was a very successful teacher of drawing. The present work was nearly completed at his death, and has been published under the direction of one thoroughly conversant with his methods and plans. It covers the whole subject, from elementary steps to perspective and shading, and has practical directions in regard to materials, methods of teaching, etc. Thorough and persistent practice are very properly enjoined as the *sine qua non* for success in this branch.

THE NEW ETYMOLOGICAL READER. By Epes Sargent and Amasa May. Philadelphia: E. H. Butler & Co.

This is the first reader which has come under our notice in which an attempt is made to take up the study of etymology in connection with reading. In the introduction the subjects of prefixes and suffixes of English words, and Saxon, Latin, and Greek roots with English derivatives are treated in detail; and at the close of each reading exercise the etymology of words selected from that exercise is traced systematically and with clearness. The selections in reading are well made. This book will open a new field to teachers.

THE NATIONAL SUNDAY SCHOOL TEACHER for December contains a finely engraved portrait of Rev. Edward Eggleston, D. D., with a sketch of his life, and a series of sterling articles, followed by the Lessons, which are so fully and beautifully rendered that they will be welcomed by every teacher who has an opportunity to use them. The blackboard department, which is to be an important feature in the next volume, if we may judge by the lessons in the present number, is in very skillful hands. The publishers have devised liberal things for 1873, and say that no pains will be spared to make *The Teacher* so valuable as to be sought after by every Sunday School teacher. Adams, Blackmer & Lyon Pub. Co., Chicago, Ill.

FELTER'S NEW PRACTICAL ARITHMETIC. By Selim H. Peabody. New York: Scribner, Armstrong & Co.

Felter's Series of Arithmetics has been used in some parts of the country with good satisfaction. This number of the series has been prepared by Prof. Peabody, of the Mass. Agricultural College, and is quite fresh and independent in its methods. It is logical and natural, and sets forth very clearly the principles of the science of numbers, and their use in business computations. The examples are numerous and well chosen, and the definitions and rules are very clear. Mensuration and mechanics are quite prominent, and the questions for examinations and reviews are an excellent feature of the work.

THE NEW ILLUSTRATED WEBSTER. The work, taken as a whole, is one of the most elaborate, valuable, erudite, and complete ever issued from the press of any country, and, as far as any imitation is concerned, is the *ne plus ultra* in its sphere. We congratulate the publishers on the general beauty of the work, and have wondered how, in the midst of war, and the consequent advance of all the materials entering into the composition of such a book, they could venture the publication at this hour. But the work was needed. The stirring activities of the age demanded a Webster abreast of the times. Science itself has discovered that words are powers. The channel in which learning drifts bears the lexicographer's work to a higher destiny. Philology is revealing many a hitherto dark corner in the world's history. And this work, demanded thus by the restless spirit of investigation, will, we trust, find its way into every family library, while with the student and minister and man of science it will assume the character of an indispensable necessity.—*Pittsburg Christian Advocate.*

INDEPENDENT CHILD'S SPELLER. By J. Madison Watson. New York: A. S. Barnes & Co.

The arrangement and make up of this little book is quite ingenious, and the use of script type, to give the child early practise in writing, is a novel and pleasing feature.

PETERSON'S MAGAZINE for December is on our table in advance, and is, without doubt, the cheapest of the really good lady's books. It contains, every year, 1000 pages; 14 steel engravings; 12 colored, double-size fashion plates; 12 colored Berlin patterns; 24 pages of music; and more than 100 novelets and original stories by the best American writers, all for two dollars. It claims the largest circulation in the world! To clubs 5 copies are sent for $8.00, or 8 copies for $12.00, or 12 copies for $17.00. *To the person getting up either of these clubs* an extra copy is given and a superb $5.00 engraving, 'Christ Weeping Over Jerusalem.' Specimens sent gratis. Now is the time to subscribe, or to get up clubs for 1873. J. Peterson, Philadelphia, Pa. See our club-list.

A SEMI-CENTENNIAL. The fifty years of the *New York Observer* are completed, and to signalize the event the publishers are about to present to each subscriber a memento in the shape of a Jubilee Year-book, which is to be embellished with appropriate illustrations and historical remembrances. Fifty years of unceasing prosperity in a public journal, while pursuing the same undeviating course, may well inspire its friends with confidence and strong attachment. We are informed that the subscribers to the *Observer* are usually subscribers *for life*. It has never gone backward since its first appearance on the stage; and it bids fair, judging from its present position, to double its circulation and influence in the near future. It stands deservedly high in the ranks of the religious family press. $3.00 per year. Sidney E. Morse & Co., 37 Park Row, New York.

A HAND-BOOK OF ENGLISH LITERATURE. AMERICAN AUTHORS. By F. H. Underwood. Boston: Lee & Shepard.

About a year since Mr. Underwood published a Hand-book of Literature, devoted to British authors. We have now before us the counterpart of that volume, a book of American authors. After an Historical Introduction of about twenty-five pages, biographical notices of more than 150 authors are given, with representative selections from their writings, beginning with an extract from Benjamin Franklin's Autobiography, and closing with one from the address of Abraham Lincoln at Gettysburg. A list is also given of several hundred authors in various departments of literature not included in the work. Of course there will be a difference of opinion among authors as to the propriety of leaving out this, or inserting that author; but all will, we think confess that Mr. Underwood has performed his task with good judgment, and with fidelity to his convictions of justice to all parties concerned. It will be a valuable book for every library, and is well adapted for use as a text-book in the school-room.

A MANUAL OF AMERICAN LITERATURE. By John S. Hart, Philadelphia; Eldredge & Brother.

In a stout volume of more than 600 pages, Dr. Hart gives us his second work on English Literature, or to that portion of English Literature written in America. We have not counted the number of authors noticed, but the list must include several hundred writers, in all the various departments of literature. Brief biographical notices of authors are given, with criticisms upon their writings. These criticisms are in many cases quite full, and generally very judicious Occasional extracts from writers are given, but they are comparatively few. We wish there were more; but their bulk would be inadmissible in such a work. As a book for general reference it will be of great service, and to none more so than to teachers. It is also intended and well adapted for school use.

The editor of OLD AND NEW promises his readers to give them in 1873, two volumes even better than the previous ones. They are to include serials by Mr. Hale, Mrs. Greenough, and other first-class writers; short stories by Mrs. Stowe, Miss Meredith, Mrs. Whitney, Miss Hale, etc.; the continuance of Mr. Martineau's wise and cheerful series of papers on the Relations between God and Man; a series of papers on most interesting public questions. such as Railroads and their Power; Woman Suffrage; Labor and Wages; the Problems of the New Administration, and the like. Provision has also been made for articles on interesting points in natural history and philosophy, by such authorities as Prof. J. P. Lesley, President Thomas Hill, Dr. Gray, Mrs. W. H. Dall, Dr. Kellogg, etc., and for the enlargement and improvement of the critical, record, and art departments. The magazine will thus more fully than ever before, afford at once an abundant supply of first-class light reading, and an entertaining record of the most important items of human progress for the time being.

INDUSTRIAL DRAWING FOR BEGINNERS. FREE HAND. Boston: James R. Osgood & Co.

Drawing is surely destined to become a branch of instruction in all our common schools. The sooner teachers make up their minds to that fact, and prepare themselves for it, the better it will be for all concerned. This little work seems to us a very successful attempt to begin with elementary principles, and to proceed by progressive practice through the different stages of instruction. The basis of the system is simple, and founded upon geometrical principles, and is applied, with great ingenuity and ease, throughout the whole work, to an almost infinite variety of exercises in Linear Drawing, Orthographic Projection, Isometric Projection, and Perspective. The directions are full and clear, and teachers who are not experts in drawing can easily learn to use the book. It has been thoroughly tested in schools, and before teachers' classes, and is a *practical* book. We divulge no secret, we presume, in saying that the author is Mr. C. B. Stetson, late County Supervisor of Schools, in Androscoggin County.

TEACHERS' BULLETIN.

Teachers wanting situations, and those in want of teachers, can have notices like those below published three months or more, *free*, by addressing either of the undersigned committee, stating definitely their wants, &c., and, if an answer is expected, inclosing a stamp.

A. E. CHASE, Chairman, Portland; C. C. ROUNDS, Farmington; J. S. BARRELL, Lewiston; W. H. LAMBERT, Augusta; G. T. FLETCHER, Castine.

TEACHERS WANTING SITUATIONS.

GENTLEMEN.

No. 1. A graduate of Bowdoin College desires a situation to teach during the Spring or for a year. Has had experience as principal of Academies and public schools.

No. 2. Graduate of Nichols Latin School and Maine State Seminary. Had experience in Common, Grammar, High School, and as principal of Academy. Desires a situation as associate principal or assistant in a first-class Seminary or High School. Salary, $1,000 upward.

No. 3. Is a graduate of a High School and Normal School; has had several years' very successful experience as teacher in one of the best High Schools in the State. Salary $600.

No. 4. A student of a New England College wishes a chance to teach for one year in a High School or Academy. Has taught four terms.

LADIES.

No. 1. Has had nine years' experience in public schools; the last four in one Grammar School. Desires a Grammar School or situation as assistant in High School. Can teach French, Latin. and Higher English.

No. 2. WANTED.—Situation as teacher in a mixed school during the coming Fall. Can engage after Aug. 14. Has had experience in public schools.

No. 3. Holds four diplomas from Normal Schools. Can teach Latin, Greek, French, German, Italian, Mathematics, and Natural Sciences. Understands object lessons. Has had experience as Principal of High School, also as Principal of Graded School. Can give best of reference. Has no objection to go South or West. Would be willing to assist in editing an educational journal.

SCHOOLS WANTING TEACHERS.

No. 3. A Lady Assistant in a High School in Minnesota. Must be able to teach vocal music successfully.

CLUBBING WITH MAGAZINES.

We will supply either of the following Periodicals or Books and the Journal of Education one year, for payment strictly in advance one year, for the sums named, the figures in parentheses being the regular price of each:

$10.50. *Webster's Illustrated Unabridged Dictionary* (*$12.00*).

$8.50. *Littell's Living Age* (*$8.00*). *Lippincott's Gazetter of the World, bound in Sheep* (*$10.00*).

$8.00. *Contemporary Review* (*$7.50*).

$5.50. *Webster's National Pictorial Dictionary* (*$5.00*). *The Nation* (*$5.00*).

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